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Examines manner in which Wisconsin secondary schools are attempting to fulfill their college-preparatory function. Objectives of study: "to help high schools to take wise steps to adjust their curriculums, guidance services, and instructional procedures to the heavy responsibilities for college preparation they now are called upon to bear." Presents detailed study of following areas: Development of college-preparatory function in the high school, recent trends in high school-college relationships, the college-preparatory track in Wisconsin high schools, and the admission and retention of high school graduates in college.

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the college-preparatory function in wisconsin high schools

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The College-Preparatory Function in Wisconsin High Schools

by

Edward A. Krug
Clifford S. Liddle
Russell C. Mosely
Daniel S. Parkinson

This research project was supported in part by the Graduate School Research Committee of the University of Wisconsin.

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CONTENTS

List of Charts ---- 4

Preface ---- 5

Acknowledgements ---- 6

Overview ---- 7

1 Description of the Study ---- 10

2 Development of the College-Preparatory Function in the High School ---- 13

3 Recent Trends in High School-College Relationships ---- 18

4 The College-Preparatory Track in Wisconsin High Schools ---- 29

5 Admission and Retention of High School Graduates in College ---- 36

Bibliography ---- 47

Tables ---- 49

Questionnaires ---- 67

LIST OF CHARTS

Chart 1 Number of Freshman Applicants — September 1957 36

Chart 2 Per Cent of All Freshman Applicants Who Were Wisconsin High School Graduates — September 1957 37

Chart 3 Freshman Applicants Accepted and Registered September 1957 37

Chart 4 Freshman Applicants Not Accepted — September 1957 38

Chart 5 Freshman Applicants Admitted on Academic Probation 39

Chart 6 Freshmen Placed on Academic Probation During 1957-1958 40

Chart 7 Freshman Students Dismissed for Academic Reasons During 1957-1958 41

Chart 8 Freshman Applicants Granted Advanced Placement in Particular Subject Fields 42

Chart 9 Freshman Applicants Granted Advanced Placement on Basis of Over-all Superior High School Record 42

Chart 10 Freshmen Receiving Academic Honors During 1957-1958 43

PREFACE

The maximum development and use of all intellectual resources are essential to individual success and happiness as well as to national security in these times. This objective calls attention again to the importance of the college-preparatory function of American high schools. Not since the turn of the century have secondary schools been challenged so strongly to strengthen their programs to prepare for successful college study. During the past fifty years efforts to democratize the high schools have necessarily focused attention on the need to provide for what many termed the "other half" of adolescent youths. Today, in contrast, it might be said that secondary schools are being called upon to improve their educational programs for the "top half" of their student population.

This study, conducted by the University of Wisconsin, with assistance from the State Department of Public Instruction and cooperation from various individuals and agencies concerned, examines the manner in which Wisconsin secondary schools are attempting to fulfill their college-preparatory function. Its objective is to help high schools to take wise steps to adjust their curriculums, guidance services, and instructional procedures to the heavy responsibilities for college preparation they now are called upon to bear. Of particular importance is the emphasis this investigation gives to the historical development of college-preparatory programs and to the validity of certain basic assumptions which are commonly accepted. The relationship it identifies between the pattern of high school study and success in a particular college underscores the importance of closer cooperation between high school and college officials. The disparity it shows to exist sometimes between intent and preparation to attend college and individual ability points to the value of the College Board Entrance Examination as an aid to helping students and institutions arrive at sound decisions relative to college preparation and admission.

Wisconsin can take pride in the fact that this is the most comprehensive and thorough study of the college-preparatory function of the secondary school that has been completed in any state in recent years. The inclusiveness of the data obtained from both high schools and public as well as private colleges in Wisconsin, the objectivity with which the study was conducted, the insights its conclusions offer for improving the college preparation of Wisconsin young people promise to make this research project another milepost in the crusade for quality in Wisconsin educational programs.

Lindley J. Stiles, Dean
School of Education
University of Wisconsin

ACKNOWLEDGEMENTS

This volume reports the results of an inquiry concerning the college-preparatory function in Wisconsin high schools. It is presented to educators and all other citizens interested in the work of the high school, the college, and the university in American society.

The authors of this publication are deeply indebted to the administrators, teachers, and students who provided the data on which the report is based. We wish to record our thanks to the secondary school principals, the junior high school principals, the college and university admissions authorities and registrars, and high school seniors of 1957.

For cooperation and valuable suggestions in connection with the planning of this research project, securing the data and preparing the manuscript, we are indebted to George E. Watson, Wisconsin State Superintendent of Public Instruction; Eugene R. McPhee, Director, Board of Regents of Wisconsin State Colleges; and Miller Upton, President, Beloit College.

For their cooperation and enthusiastic support of this project we wish to thank the members of the Executive Committee and the Research Committee of the Wisconsin Secondary School Principals Association and the members of the Executive Committee of the Wisconsin Junior High School Principals Association.

At the University of Wisconsin the following people gave invaluable assistance: Ira L. Baldwin, Special Assistant to the President and Professor of Bacteriology; John Guy Fowlkes, Professor of Education; Joseph Lins, Associate Registrar and Associate Professor; J. Kenneth Little, Director of Institutional Studies and Professor of Education; William H. Negley, University Editor; and Paul L. Trump, Registrar and Professor of Education.

Finally, we wish to acknowledge the strong support given to this research project by Lindley J. Stiles, Dean of the School of Education, University of Wisconsin.

Edward A. Krug
Clifford S. Liddle
Russell C. Mosely
Daniel S. Parkinson

OVERVIEW

1. The college-preparatory function is becoming more important and demanding than at any previous time in the history of American secondary education. Our high schools must respond to, assimilate, and adequately carry out this responsibility without impairing or neglecting other important functions, particularly that of providing fundamental or general education for all students, whether college-bound or not.
2. Materials presented and examined in this report have been drawn from (a) responses from principals of 420 Wisconsin public high schools relating to the school years of 1956-57 and 1957-58, (b) responses from a one-sixth sample of seniors in Wisconsin public and private high schools in the second semester of 1956-57, (c) responses of admissions officers and registrars of Wisconsin institutions of higher education relating to the school year 1957-58, and (d) publications and documents pertaining to the college-preparatory function in American high schools past and present.
3. Of the public and private high school seniors in the 1957 sample, 31.8 per cent indicated plans to attend college, university, or county college.
4. Seventy-seven and four-tenths per cent had taken algebra at some time in their high school careers; 53.6 per cent, geometry; 12.7 per cent, trigonometry; 45.4 per cent, chemistry; 30 per cent, physics; and 36.8 per cent, foreign languages. These figures for subjects currently occupying public interest are not as low as many perhaps have feared.
5. The traditional device for serving the college-preparatory function has been the so-called college-preparatory curriculum or track. Of the 420 public high schools surveyed in this project, 240 or 57.1 per cent had such tracks specifically identified. Of the public and private high school seniors in the sample, 1983, or 35 per cent, designated themselves as having followed such courses or tracks, although this is not necessarily the way they would have been identified in the formal terminology of their schools.
6. While the college-preparatory track serves on occasion as a useful short-cut guidance device, it may have undesirable influences on the subject choices of students, both in the college-preparatory and non-college-preparatory categories. Sixty-six and two-tenths per cent of the college-preparatory students who ranked in the *lowest* fourth of their classes on mental ability as measured by the Henmon-Nelson test had taken plane geometry, whereas only 59 per cent of the non-college-preparatory students in the *highest* fourth on the same measure had done so. A foreign language had been taken by 33.8 per cent of the college-preparatory students in the *lowest* fourth, but by only 15 per cent of the non-college-preparatory students in the *highest* fourth.
7. Patterns of subjects for admission still vary widely from college to college, and college bulletins continue to stress a number of factors in admission procedures.

Each student requires his own college-preparatory pattern related to the college he may attend and the particular program of his choice within that college.

8. Nationally the College Entrance Examination Board increased in membership from 50 colleges in 1945 to 184 in 1957. Approximately 7 per cent of the Wisconsin public and private high school seniors took college board examinations. Probably even higher percentages of Wisconsin seniors will take them in the future. It is extremely important for all concerned to have clearly in mind what the College Board is and what it does, and, equally important, what it is not and what it does not do. There are wide variations among the member colleges in their practices concerning the College Board Examinations, both in the number and kinds of examinations they require and in the uses made of the examination results.

9. With respect to the problems and implications of problems indicated in points four through eight above, there is no substitute for individual counseling on all matters pertaining to subject selection, both for college admission and for other purposes.

10. In the realm of high school-college relations, the major problems tend to fall into the areas of articulation of curricular and instructional practices; advanced-placement programs; scholarship programs; testing programs; and college-admissions practices.

11. Wisconsin high school graduates in 1957 accounted for a high percentage of the freshman applicants at the Wisconsin public institutions of higher education, with 91.8 per cent at the State Colleges, 75.3 per cent at the University of Wisconsin, and just slightly over half, 50.7 per cent, at the private institutions. The percentages of the Wisconsin applicants accepted were: Wisconsin State Colleges, 96.7 per cent; University of Wisconsin, 91.6 per cent; and private institutions, 86.7 per cent. Of these Wisconsin applicants accepted, approximately 15 per cent failed to register.

12. In the Wisconsin State Colleges and the private institutions, a total of only seven Wisconsin freshman applicants were not accepted in September, 1957, because of lack of required entrance subjects. In the University of Wisconsin, 2.3 per cent of the Wisconsin freshman applicants were not accepted because of lack of required entrance subjects. It is interesting to observe that "low level of high-school achievement" was the factor that most frequently influenced nonacceptance of freshman applicants in both the public and private institutions.

13. The great majority of the freshmen admitted on probation in September, 1957, were men.

14. Nearly one-third of all freshmen were placed on academic probation during the academic year 1957-58 in the Wisconsin State Colleges and in the University of Wisconsin. In the private institutions, 22 per cent of all freshmen were placed on probation. The figures for Wisconsin freshmen were approximately

the same as those indicated above for all freshmen in the public and private institutions.

15. The range of the percentage of all freshmen dismissed for academic reasons was private institutions, 7.1 per cent; Wisconsin State Colleges, 12.7 per cent; and the University of Wisconsin, 15.3 per cent. The figures for Wisconsin freshmen were just slightly higher.
16. Concerning advanced placement of Wisconsin freshmen in a given subject field, the institutions reported as follows: Wisconsin State Colleges, none; private institutions, 3.3 per cent; the University of Wisconsin, 6.0 per cent. The University of Wisconsin also follows the practice of granting academic privileges to freshmen who have over-all superior high school records. The University granted such honors to 8.5 per cent of the Wisconsin freshmen in 1957.
17. The percentage of all freshmen receiving academic honors ranged from 4.9 per cent at the University of Wisconsin, to 7 per cent in the private institutions, to 10.1 per cent in the State Colleges. This pattern varied only slightly for Wisconsin freshmen.

1.

Description of the Study

The last half of the twentieth century holds before man unlimited opportunities which dazzle his senses and make heavy demands upon his intellectual resources. At the same time, it plagues him with a myriad of unsolved problems that demand attention and consume his energies. As he struggles with sensitive national and international issues, the discoveries of science have opened to him a new era — the space age. Thus, immersed in matters of the past and present, man views a future with a new set of challenges which promise to dwarf anything experienced heretofore.

Progress in this highly technical age depends heavily upon the availability of a strong manpower force of specialized talent. The need for unskilled labor is declining, while the demand for professional-technical manpower is increasing sharply. The education and effective utilization of our human resources is of utmost importance.

Secondary education has come to be considered basic or foundational education for all youth. *Among the several functions of the high school, adequate preparation of students to use effectively the resources of higher education is one of the most important.* This challenge promises to grow ever greater in the decades immediately ahead. The need for specialized talent, not only in science and engineering but in all fields, coupled with an awareness of such opportunities will likely bring about increasing percentages of high school graduates seeking admission to college. Confronted with shortages in staffs and facilities, institutions for higher education will likely become more selective in the admission and retention of students.

It is the responsibility of the secondary school to prepare students not only to get into college but to do good work after they are admitted. The high school must respond to this demand within the context of a good general education program and without prejudice to the needs of the non-college-bound student. Failure to meet this challenge will lead to waste of precious human resources and to ineffective utilization of the resources of higher education.

Purpose of the Study

The purpose of this study is to ascertain the practices and trends in connection with the college-preparatory function in Wisconsin high schools. One important objective of the study, it is emphasized, is to obtain and report basic data relating to the college-preparatory function in Wisconsin high schools without endorsing particular types of programs as preferred.

Sponsorship of the Study

The study is sponsored by the following agencies:

The Wisconsin Secondary School Principals Association

The Wisconsin Junior High School Principals Association

The Wisconsin State Department of Public Instruction

The University of Wisconsin School of Education

The University of Wisconsin Graduate School Research Committee

Procedures of the Study

The basic data upon which this report is based were obtained by questionnaires directed to

1. Wisconsin public high school and Wisconsin public junior high school principals;
2. College and university authorities in the public and private institutions of higher education in Wisconsin;
3. The 1957 graduates of Wisconsin public and private high schools.

Questionnaires were sent to the principals of all three- and four-year public high schools and to the principals of the public junior high schools of Wisconsin. (Appendix A and B)

Of the 444 public high schools queried, 420 or 94.6 per cent completed questionnaires and returned them. Forty-seven or 94 per cent of the fifty public junior high schools returned completed questionnaires.

Data were sought in connection with questions in the following areas:

1. Enrollments
2. Subjects offered
3. Requirements for graduation and for recommendation for college
4. Courses of study or tracks
5. Advanced standing and/or college credit programs
6. Teaching procedures designed to help college-bound students

A second questionnaire was developed and sent to college and university authorities in the following public and private institutions in Wisconsin: (Appendix C)

1. The University of Wisconsin, Madison
   The University of Wisconsin-Milwaukee
   The University Extension Centers
   - Green Bay
   - Kenosha
   - Manitowoc
   - Marinette
   - Menasha
   - Racine
   - Sheboygan
   - Marathon County
2. The Wisconsin State Colleges
   - Wisconsin State College, Eau Claire
   - Wisconsin State College, La Crosse
   - Wisconsin State College, Oshkosh
   - Wisconsin State College, Platteville
   - Wisconsin State College, River Falls
   - Wisconsin State College, Stevens Point
   - Stout State College at Menomonie
   - Wisconsin State College, Superior
   - Wisconsin State College, Whitewater
   - Wisconsin Institute of Technology at Platteville
3. The private institutions of higher education that are members of the Wisconsin Association of Presidents and Deans of Liberal Arts Colleges:
   - Alverno College, Milwaukee
   - Beloit College, Beloit
   - Cardinal Stritch College, Milwaukee
   - Carroll College, Waukesha
   - Dominican College, Racine
   - Edgewood College of the Sacred Heart, Madison
   - Lakeland College, Sheboygan
   - Lawrence College, Appleton
   - Marquette University, Milwaukee
   - Milton College, Milton
   - Milwaukee-Downer College, Milwaukee
   - Mount Mary College, Milwaukee
   - Northland College, Ashland
   - Northwestern College, Watertown
   - Ripon College, Ripon
   - St. Norbert College, West DePere
   - Viterbo College, La Crosse

Questionnaires were completed and returned by authorities of all these public and private colleges and universities.

By means of the college questionnaire, data were assembled relating to questions in the following categories:

1. Information concerning freshman applicants — September 1957
   Total number applying
   Number accepted
   Number actually registered
2. Factors affecting nonacceptance of freshman applicants
3. Admission on probation
4. Admission with academic privileges
5. Freshmen placed on probation or dropped during 1957-58
6. Freshmen receiving academic honors during 1957-58

In the spring of 1957, the research project, "A State-wide Inquiry Into Decisions of Youth About Education Beyond High School," was begun under the direction of Dr. J. Kenneth Little, Director of Institutional Research, University of Wisconsin. The project was carried on pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare. Since the plans for this research project provided for collecting data via questionnaire from the 1957 graduates of Wisconsin public and private high schools, it was proposed that certain questions be incorporated in the questionnaire in connection with the "College-Preparatory Function in Wisconsin Secondary Schools." This proposal was approved. The questionnaire used in this study — see Appendix D — included items which cover the following aspects of the curriculum research project herein reported:

1. Subjects studied in high school
2. High school experience in college-type activities
3. College-preparatory designation of the respondents
4. Scholarship and college entrance examinations taken and scholarships applied for and awarded.

The 444 Wisconsin public high schools reported 31,112 graduates and the 57 private high schools reported 5,059 graduates in the spring of 1957. Completed questionnaires were received from 34,151 of these high school graduates, approximately 96 per cent of the public high school graduates and approximately 89 per cent of the private high school graduates.

For purposes of the follow-up aspects of the study and to facilitate the analysis of the data, a working sample of 5,675 questionnaires was drawn. Each participating public and private secondary school is represented in this sample by a reply from one out of six of its graduates. The sample questionnaires for each school were chosen by use of a table of random numbers.

2.

Development of the College-Preparatory Function in the High School

Relationships between high schools and colleges have been important, complex, and controversial throughout the entire span of our educational history. These relationships have been important because high schools cannot escape the responsibility for preparing students for continued learning and study, whether in a college or somewhere else. They have been complex because both our high schools and colleges have developed slowly and in many different ways. At some periods in our history it was even difficult to distinguish clearly between high schools and colleges. And they have been controversial because the high schools have always faced the task of relating their college-preparatory function to other functions which high schools have been called upon to assume. Even in the latter part of the nineteenth century, the debate as to the respective importance of the "fitting" and the "finishing" functions of the high school was both vigorous and long sustained.

The traditional requirements for college entrance consisted of the classical languages only, and the single innovation which appeared prior to 1800 was the inclusion of arithmetic by Yale in 1745. By 1870, however, a number of colleges had added other subjects, particularly geometry, English grammar, algebra, ancient history, physical geography, English composition, and United States history.[1] These are what we would call traditional, academic, or college-preparatory subjects today, but they were regarded as the "newer" subjects at the time of their inclusion in the high school curriculum. In fact, much oratorical effort was expended on the question of whether or not such "newer" subjects could really rank with the classics as fit disciplines for college admission. Not all colleges, however, required the same entrance pattern or permitted the same kinds of subjects for presentation. The high school principal of the late nineteenth century was therefore confronted no less than his counterpart of the present by the dilemma of helping numbers of students prepare for a complicated and bewildering array of differing college entrance patterns.[2]

Confusion and diversity in college entrance requirements were paralleled in the high school program itself. In the period before 1890, high school curricula were marked by a high degree of proliferation of subjects. There was great variation from school to school in the naming of the subjects and in the amount of time devoted to them. In the desire to serve as a "people's college," which was a popular slogan of the time, high schools staked out the whole domain of knowledge, often with more enthusiasm than precision, and did not hesitate to reach into the college curriculum itself for material.

Desire to achieve uniformity and standardization, both in college entrance requirements and in high school curriculum, led in 1892 to the NEA Committee of Ten on Secondary School Studies. The Committee declared, however, that preparation for college was only an incidental objective of the high school.

> The secondary schools of the United States, taken as a whole, do not exist for the purpose of preparing boys and girls for colleges. Only an insignificant percentage of the graduates of these schools go to colleges or scientific schools. Their main function is to prepare for the duties of life that small proportion of all the children in the country — a proportion very small in number, but very important to the welfare of the nation — who show themselves able to profit by an education prolonged to the eighteenth year, and whose

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[1] Edwin Cornelius Broome, *A Historical and Critical Discussion of College Admission Requirements,* Columbia University Contributions to Philosophy, Psychology and Education, Vol. xi, nos. 3-4, The Macmillan Company, April, 1903, p. 46.

[2] Liberalization proceeded in many other ways as well. Colleges added the degrees of Bachelor of Science and Bachelor of Philosophy to the more traditional arts degree and stipulated differing patterns of entrance requirements for each. In 1891 Stanford launched the most liberal pattern of all, requiring only English as a prescribed subject.

> parents are able to support them while they remain so long at school. . . . The preparation of a few pupils for college or scientific school should in the ordinary secondary school be the incidental, and not the principal object.[3]

The foregoing statement may be surprising to many who assume a heavy college-preparatory emphasis in the high school of the late nineteenth century. Actually, only 14.83 per cent of the students in public and private high schools in 1890-1891 were shown in the U. S. Commissioner's Report as "preparing for college" and only 35.74 per cent of the graduates were listed as "prepared for college."[4] This state of affairs is borne out also by numerous expressions made by people in secondary education during the decade of the 1890's.

So far as high school studies were concerned, the Committee of Ten organized nine areas: Latin, Greek, English, other modern languages, mathematics, physics — astronomy — chemistry, natural history, history — civil government — political economy, and geography.[5] To some writers of our own period this action of the Committee has seemed inconsistent with its profession of a non-college-preparatory function for the high school. According to these interpretations, the Committee declared itself against the college-preparatory function and then recommended a college-preparatory curriculum. To designate the nine areas of the Committee as a college-preparatory curriculum, however, requires the assumption that such studies are valuable for college preparation alone. The Committee of Ten did not make such an assumption. To its members these subjects constituted a good high school education without reference to college admission. It is well to remember also that except for Latin, Greek, and to some extent mathematics, the areas recommended by the Committee were still "new" and were not regarded by many college people as being on the same level with the classics for college-preparatory purposes.

The Comittee did, however, take up the matter of college entrance. It grouped its recommended studies into four programs — the classical, the Latin-scientific, the modern languages, and the English — stating "that the satisfactory completion of any one of the four years' courses of study embodied in the foregoing program should admit to corresponding courses in colleges and scientific schools."[6] Here the Committee made a definite break with the tradition that college entrance patterns should always include Latin, for two of their programs required no Latin at all. The larger implication of the recommendations of the Committee of Ten was that high schools should define a good high school program and that colleges should accept students who had completed it. In so doing, it repudiated the distinction between college-preparatory and non-college-preparatory programs fostered by the earlier division of high schools into classical and English departments.

Several years later, the NEA set up a national Committee on College Entrance Requirements. In its 1899 report, this group recommended "that the principle of election be recognized in secondary schools,"[7] adding, however, that it also wished to emphasize "the importance of a certain number of constants in all secondary schools and in all requirements for admission to college."[8] The constants it suggested were one year of history, one year of laboratory science, two years of English, one year of algebra, one year of geometry, and four years of foreign language.[9] These were intended to define both the requirements for high school graduation and for college entrance. With several modifications — the increase of English from two years to three and the reduction of foreign language study from four years to two — this pattern is close to what many colleges have continued to require. It is, however, no longer the pattern for high school graduation for all students, although in many schools it continues to define what is known as the college-preparatory track.

At the beginning of the present century five fields of instruction — English, mathematics, history, science, and foreign language — had assumed major roles both as high school constants and as college entrance requirements. This was considered a victory by those who had sought to modernize the curriculum by eliminating the absolute requirement of Latin for college entrance. Beyond satisfying the constants, students could choose freely on an elective basis. The opening of the century also witnessed two related developments, the beginning of accreditating associations for admission to college by certificate and the first steps toward the creation of the college board system of centralized administration of college entrance examinations.[10] These developments, however, did not affect the identification of required subjects either for high school graduation or for college admission.

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[3] National Education Association, *Report of the Committee of Ten on Secondary School Studies,* American Book Company, 1894, pp. 50-51.

[4] Elmer Ellsworth Brown, *The Making of Our Middle Schools,* Longmans, Green, and Company, 1903, p. 472.

[5] National Education Association, *Report of the Committee of Ten On Secondary School Studies,* American Book Company, 1894, p. 5.

[6] *Ibid.,* p. 53.

[7] National Educational Association, *Report of the Committee On College Entrance Requirements,* the Association, 1899, University of Chicago Press, p. 27.

[8] *Ibid.,* p. 32.

[9] *Ibid.,* P. 33.

The next major recommendation on subjects came from the Committee on the Articulation of High School and College in 1911. This committee "urged the modification of college entrance requirements in order that the secondary school might adapt its work to the varying needs of its pupils without closing to them the possibility of continued education in higher institutions."[11] It recommended, for example, the possibility of substituting additional units in social science and natural science for either mathematics or foreign language and reducing foreign language requirements from four to two years.[12] High schools apparently accepted this recommendation for graduation purposes, but most colleges did not so accept it for entrance requirements. Probably without intending to do so, this committee set in motion a return to the earlier distinction between college-preparatory and non-college-preparatory programs which had been explicitly rejected by the Committee of Ten.

From the Committee on Articulation of High School and College evolved the Commission on the Reorganization of Secondary Education, familiar to us through its statement of Cardinal Principles. Where the Committee of Ten had contemplated relatively small high school enrollments, this commission in its 1918 report held "that education should be so reorganized that every normal boy and girl will be encouraged to remain in school to the age of 18, on full time if possible, otherwise on part time."[13] The commission also commented as follows regarding college entrance requirements:

> In view of the important role of secondary education in achieving the objectives essential in American life, it follows that higher institutions of learning are not justified in maintaining entrance requirements and examinations of a character that handicap the secondary school in discharging its proper functions in a democracy. . . . The tradition that a particular type of education, and that exclusively nonvocational in character, is the only acceptable preparation for advanced education, either liberal or vocational, must therefore give way to a scientific evaluation of all types of secondary education as preparation for continued study.[14]

This evidently means that not even the specified constants of the earlier committees need necessarily be regarded as binding on all students — either for high school graduation or college admission. It should be noted, however, that the 1918 Commission held just as firmly as the Committee of Ten and the other committees the conviction that a good high school education was also good preparation for college.

Throughout the 1920's we find many expressions suggesting undue domination of high schools by the colleges. College domination was held to be a major reason why high schools did not develop curricula in the light of the seven Cardinal Principles. It is true that colleges for the most part did not accept the commission's suggestion that the traditional pattern "give way to a scientific evaluation of all types of secondary education as preparation for advanced study." It is also true that high schools continued to modify their programs to some extent, but the general point of view was that pressure of college entrance requirements tended to inhibit the experimentation that might otherwise have taken place.

From this general impression of college domination came the major project in secondary schooling of the 1930's, the Eight-Year Study of the Progressive Education Association. Thirty

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[10] See Chapter 3 for history and present status of the College Entrance Examination Board.

[11] Clarence D. Kingsley, *Cardinal Principles of Secondary Education*, Department of the Interior, Bureau of Education, Bulletin 1918, No. 35, p. 5.

[12] Cited in Alexander Inglis, *Principles of Secondary Education*, Houghton Mifflin Company, 1918, pp. 316-317.

[13] Clarence D. Kingsley, *Cardinal Principles of Secondary Education*, Department of the Interior, Bureau of Education, Bulletin 1918, No. 35, p. 30.

[14] *Ibid.*, pp. 19-20.

"unshackled" high schools were permitted to send their graduates to colleges on the basis of faculty recommendation without reference to subject patterns. The thirty high schools carried on varying degrees and kinds of experimentation. Particular interest was centered, however, on the performance records of their graduates as compared with matched opposite numbers from schools which were still held to the traditional college entrance requirements. So far as college academic achievement was concerned, there was little difference between the two groups. Furthermore, the thirty-school graduates did "somewhat better than their comparees" on such points as "good habits of work, a passion for weighing evidence, and an insatiable intellectual curiosity."[15]

On the basis of the evidence from the Eight-Year Study, one writer, Max McConn put the case as follows:

> Can boys and girls be at least equally well prepared through a considerable variety of widely different programs devised by competent secondary school teachers? The answer is, *Yes — because it has been done,* in a number of cases sufficient to provide ample statistical validity.
> From now on if any individual dogmatically asserts that the traditional program is essential for college success, he can be politely assured that he is talking nonsense, which has been *proved* to be nonsense, and can be counseled to consult the evidence before conversing further on this topic.[16]

Nevertheless most colleges continued to operate on the basis of the so-called traditional requirements. There were, of course, some exceptions, such as the Michigan College Agreement of the 1940's, but these were local or regional in character. In a national survey made in 1949, "approximately 60 per cent of the colleges reported that a fixed pattern of subject matter requirements is in effect."[17] This pattern differed only in details from the 1899 recommendations of the Committee on College Entrance Requirements. "In general, then, the pattern of requirements remains a great deal the same as it has been for years past, with the usual requirements being three units of English, two of mathematics, two of foreign languages, one of social studies, and one of science."[18]

Still it was true that 40 per cent of the colleges did not make fixed requirements, or did not fix them to the extent implied in patterns used by the 60 per cent. It is doubtful, however, that this had been brought about by the Eight-Year Study. There had always been colleges which did not set detailed specific requirements for entrance. High school graduates have always been able to find colleges to admit them regardless of their patterns of preparation.

> Only a little more than a third of the teachers colleges said that they have a fixed pattern of requirements for entrance, whereas two-thirds of the liberal arts colleges made this reply. As in other aspects of the study, the colleges in the Northwest seem to be somewhat more liberal in their pattern of entrance requirements, in contrast to less than a third in the East and the South. The colleges in the North Central region are also somewhat more liberal in their entrance requirements than those in the East and South, but less so than the colleges in the Northwest.[19]

The general state of affairs on college entrance requirements has been sufficiently flexible to modify the rigor of so-called college domination. Additional flexibility has been provided in the practice of setting different admission patterns for the various divisions of the same college or university. This flexibility or lack of uniformity, however, has contributed to the complexities of counseling high school students on their choice of subjects. It is not always clear whether or not high school faculties are more frustrated by alleged college domination or by the lack of uniformity in college requirements. In the effort to simplify the counseling of students, many high schools have continued to use the device of the college-preparatory track. Some of the aspects of college-preparatory tracks in Wisconsin high schools are accordingly reviewed in Chapter 4 of this report.

The immediate future will probably see an increase rather than a decrease in the setting of specific college entrance requirements. One recommendation to this effect has come from the Commission on Liberal Education of the Association of American Colleges.

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[15] Dean Chamberlin, Enid Chamberlin, Neal E. Drought, and William E. Scott, *Did They Succeed in College?*, Harper and Brothers, 1942, p. 41.

[16] *Ibid.*, preface, pp. xxi-xxii.

[17] Arthur E. Traxler and Agatha Townsend (editors), *Improving Transition From School to College,* A Study of College Admissions by the Committee on School and College Relations of the Educational Records Bureau, Harper and Brothers, 1953, p. 66.

[18] *Ibid.*, p. 70.

[19] *Ibid.*, p. 66. Also see chapter 3 of this report for current patterns required by colleges in Wisconsin.

> The Commission recommends that each member college re-examine its entrance requirements, its course standards and its degree requirements to the end that the quality of education may be enhanced. With respect to entrance requirements the Commission believes that a general stiffening of standards will be in the interests of all — the student, the school, the college and the nation. It therefore recommends to member colleges certain minimal entrance requirements: four years of English, with emphasis upon grammar and composition, two years of a foreign language, two years of mathematics, and one year of a laboratory science at the junior or senior year level. This is at best a temporary program.
>
> As a more adequate goal, to be attained as rapidly as possible, the Commission recommends four years of English, four years of one foreign language, or two years of each of two, four years of mathematics, and two years of laboratory sciences. In addition each student should be grounded in history and geography. Such familiarity with basic facts and tools would enable the college to raise the standards of its own courses and to achieve further mastery by its students of the tools and skills which are the liberal arts, as well as those which constitute more specialized techniques. The Commission's recommendation represents no desire to dictate to secondary schools but rather an effort to help them in clarifying essentials, a task which they have already begun. Cooperative effort and time will be required to approach the common goals, particularly in the case of smaller schools and colleges.[20]

These patterns will seem drastic to some, but entirely acceptable to other high school teachers, administrators, and counselors. Whether or not the pattern characterized by the Commission as "a more adequate goal" will go into effect cannot be predicted at the present time. If increasing percentages of high school graduates continue to seek college entrance and if the colleges do not acquire the funds to expand their facilities and staffs, there is no doubt that colleges will become more selective. Increasing the number of specified college entrance requirements, however, is only one road to selectivity and not necessarily a direct one. There are other ways of being selective, and many of these are highly regarded by the colleges themselves as may be noted in most college bulletins. Furthermore, the Commission has indicated "no desire to dictate to secondary schools" but rather an interest in helping secondary schools clarify essentials. Much will depend then on the extent to which secondary schools devote themselves to this responsibility and on the extent to which they will or will not agree with the kinds of recommendations made by the Commission.

In any event, secondary schools cannot wait for patterns of entrance requirements to be handed to them by the colleges. With regard to numbers only, even if there were no other considerations, the high school of the future will be faced by a college-preparatory function going far beyond that which had to be assumed by high schools in the days of the Committee of Ten. For we cannot say, as did that committee, that "only an insignificant percentage of the graduates of these schools go to colleges or scientific schools." This was probably true in the 1890's but it is far from the case in this sixth decade of the twentieth century. On the other hand, the situation does not call for hysterical panaceas evoked from the panic of the moment. What may be most in order is a further attempt to carry out the suggestion of the Commission on the Reorganization of Secondary Education back in 1918, namely, the "scientific evaluation of all types of secondary education as preparation for continued study."

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[20] Richard D. Weigle, "Commission on Liberal Education," *Association of American Colleges Bulletin,* Volume XLIV, Number 1, March, 1958, pp. 150-154.

3.

Recent Trends in High School-College Relationships

In the realm of high school-college relations, the issues and problems tend to fall into the following major categories:

1. Articulation of curricula and instructional practices
2. Advanced placement programs
3. Scholarship programs
4. Testing programs
5. College admissions practices

During the past six years the School-College Relations Committees of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Association of Secondary School Principals (NASSP) have been devoting special attention to the problems of articulation between the high school and college. In 1956 the Joint Committee of the School-College Relations Committees of the AACRAO and NASSP was created, enabling the two organizations to join forces to identify and work toward the solution of major problems in the areas designated above.

In connection with "Articulation of Curricula and Instructional Practices," the Joint Committee recommends that

1. Colleges furnish secondary schools descriptive statements of the quality and nature of the freshman class and the content, instructional procedures, and objectives of their freshman courses.
2. Secondary schools furnish college admissions officers with such helpful information as the organization of the school, curricula offered, special groups of courses, and percentage of graduates going to college.
3. Inter-visitation between the faculties of secondary schools and colleges be promoted vigorously.
4. "Principal-freshman conferences" and "counselor-freshman conferences" on college campuses be encouraged and that colleges use these or comparable programs in accordance with recent trends.[1]

Interest is developing rapidly in advanced placement programs for the gifted high school students. The Joint Committee recommends that

1. The "early admission" to college of students who have not completed the usual secondary school program be opposed except under special circumstances.
2. The major purposes in giving advanced standing and/or college credit for secondary school work be to insure an appropriate placement of the students in the instructional offerings of the college and to provide an enriched secondary school experience for the most outstanding and gifted students.
3. Secondary schools which are large enough and have resources to provide homogeneous grouping of students and instruction for those of exceptional ability, interest, and motivation be encouraged to offer advanced instruction on the college freshman level, provided such programs are not organized and financed at the expense of the quality and scope of the instruction offered for other students.
4. Colleges use the Advanced Placement Program or their own examination programs for recognizing and rewarding superior academic achievement of secondary school students.[2]

The scholarship as an award for academic achievement has long been cherished in the educational world. Interest in this type of award has been quickened in recent years as greater efforts are being directed toward attracting larger percentages of our talented youth into higher education. Concerning scholarships, the Joint Committee recommends that

1. Financial need be considered as one of the factors in all scholarships, and in every in-

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[1] Joint Committee of the School-College Relations Committees of the American Association of Collegiate Registrars and Admissions Officers and the National Association of Secondary School Principals, Report No. 3, 1958, p. 5.

[2] *Ibid.*, p. 5.

stance the recipient and his family be expected to contribute toward meeting his college expenses. The financial need of all scholarship holders should be re-evaluated each year to establish possible change of need.

2. Colleges and secondary schools furnish professional guidance whenever possible to corporations, foundations, and individuals in setting up the terms of scholarships in keeping with the basic philosophy as expressed by this Committee.
3. The term "scholarship" be used exclusively for awards given for academic achievement with or without stipend. All other awards in colleges should be designated as "tuition grants" or "grants-in-aid."

The Committee recognizes and approves the excellent professional basis upon which corporation, foundation, governmental agency, and individual scholarships are operated. Special commendation goes to the donors of those scholarships that do not include the intention of future employment either on the part of the scholarship holder or the one making the award.[3]

In conection with "testing programs," the Joint Committee submits the following observations:

> Results from tests of mental ability and general achievement are useful as supplemental information about the student in school and college guidance programs, in the selection for scholarship awards and college admission, for identification of unusual talent, and for proper placement in beginning college subjects. The nature of present problems of national security and current trends in higher education demand more extensive testing and more effective use of test results at all levels in our schools.
>
> Excellent testing programs exist, but there are many students in various schools in the nation for whom adequate testing data are either too limited or entirely lacking. For others, such data become available too late in their school careers for use in effective early guidance. Frequently test data once obtained are not communicated for appropriate later use. Too often there is inadequate or erroneous interpretation of existing test data. Programs of identification of worthy scholarship applicants are still too limited, especially for promising high school seniors.
>
> There should be constant effort to eliminate needless duplication in testing, to develop maximum coordination in various testing programs for various purposes, and to make the fullest appropriate use of test results that can be made available at any time for any specific purpose.
>
> Programs for the early identification of unusually gifted secondary school students should grow out of a continuous appraisal of ability and achievement. The students of high competence, subject to good guidance and challenging teaching should be motivated to prepare themselves to seek available opportunities to enter fields of service in areas in which there is demonstrated need and opportunity.
>
> The early use of tests should not force a commitment on choice of a life career prior to a point essential in adequate preparation for that career. Then the student should be able to exercise a free but informed choice. In the meantime, the strongest and broadest possible foundation, consistent with the student's capacity, should be laid for a wide range of choices.[4]

In the near future the colleges and universities will be swamped with greater and greater numbers of students seeking admission. In the interests of our talented youth, it is all-important that sound admission policies be developed which are supported by secondary school and college authorities. The Joint Committee submits the following guide lines in the 1958 report:

1. Within the next few years secondary schools and colleges face increased enrollments which will tax to the limit their staff, building facilities, and housing. Each institution should study and define its role in the educational process. It is desirable that each institution attempt to provide for as many qualified students as possible within its resources and facilities.
2. In view of increasing enrollments the post-secondary school educational opportunities for youth should be expanded rather than curtailed. It is particularly essential that opportunities and facilities for appropriate education beyond secondary school be available to all youth according to (a) their abilities to be successful in their chosen field of studies and (b) their willingness to devote themselves industriously to this education.
3. Arbitrary standards for limiting the enrollment should not be used. Admissions policies should be developed from carefully conducted studies.
4. Both secondary schools and colleges will need to interest themselves in all post-secondary school educational opportunities to insure that such will not be provided by substandard institutions of questionable worth.

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[3] *Ibid.*, p. 6.

[4] *Ibid.*, p. 4.

5. It is desirable that well-qualified nonresidents be admitted to state colleges and universities to prevent such institutions from becoming provincial, even though the first responsibility of publicly supported institutions is to serve the youth of their area.
6. Each college should relate its standards of admission to the standards of instruction and achievement set by the faculty. Selective admission is justified only on the basis of good guidance practices with the objective of placing the student in a college with a course which is best suited to his needs and abilities. As colleges maintain or establish a policy of restrictive selection of students such institutions should also assume an increased responsibility for the full attainment of the goals set for the students who have been selected for admission.
7. Educational standards should be maintained as colleges face the challenge of providing education for more students. It will be unfortunate if colleges with high standards do not expand their facilities sufficiently to meet the needs of the increasing number of well-qualified students who will wish to enroll in those colleges.
8. The primary purpose of education in both secondary and higher schools continues to be the pursuit of learning.
9. Each college should be conservative in the number of campus days and other projects which take students out of secondary school and place pressures on the schools to disrupt their educational programs. Such events should be discussed and planned jointly between each college and the participating secondary schools.[5]

In May, 1956, the Wisconsin Joint Council on School-College Relations was established with membership appointed by the parent organizations — The Wisconsin Association of College Registrars and Admissions Officers, The Wisconsin Association of Secondary School Principals and the Wisconsin Department of Public Instruction.

Among the recommendations included in the 1958 report of the Wisconsin Council are the following:

Superior Students. Arrangements between high schools and colleges for appropriate placement and, in some instances, course or degree credit for special high school study and achievement are encouraged. The Advance Placement Program of College Entrance Examination Board is recommended to high schools. Basically, the early identification and stimulation of superior students is an obligation of the high school.

College Study Prerequisites. There is interest and support of the practice of setting high school prerequisites for college study in an academic area in terms of level of high school competence in that area.

College Admission. Emphasis is on importance and support of

a. Prompt notification to the college in case of student's change in plans of registering or of accepting or declining a scholarship offer.
b. Control of "multiple applications" by a college admission application fee which is nonrefundable if accepted but applicable to general fee, a high school transcript fee, and guidance to limit excess of applications for admission or for scholarship aid.
c. Developing selective admission procedures, and/or raising admission standards.
d. Clarification of/or uniformity in "recommendation" policies of individual high schools.
e. Provisional commitments by colleges on admission based on seven semesters of high school record.

Reports to High Schools. Agreement that colleges should report freshman year term grades to high schools with other information useful to give proper interpretation. Such reports should be considered "confidential" by the high school and should not be supplied at the request of private individuals. High schools should receive notice of college enrollment at time of registration.

High School Report Forms. General acceptance of and adoption by colleges of the revised Secondary School Record and Personality Record forms developed by AACRAO and NASSP. High schools are seeking to develop corresponding forms of keeping their pupil records for adaptability to use of these report forms by colleges.

Testing. Concern of high schools because of increased student testing time required by various school, community, college, state, national and special private programs. Need for developing and coordinating testing programs and reporting of test results for purposes of high school guidance, college admission, placement in college courses and selection in scholarship competitions.

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[5] *Ibid.*, p. 3.

Patterns of Requirements for Admission to College

Patterns or requirements for admission to college are generally recognized as important guides for the selection of students capable of being successful in college programs. Such patterns vary so much from institution to institution, however, that it is difficult to generalize about the validity of this assumption. Furthermore, many colleges and universities which have endorsed particular patterns of high school subjects as prerequisite for admission actually permit so much flexibility in the administration of entrance regulations that deviation from college-preparatory subject patterns is permitted. Generally, such institutions are coming to place greater emphasis upon tested scholastic aptitude than upon specific patterns of subjects studied.

College admissions officials, almost universally, are interested in the student's high school achievement record and in his rank in his graduating class. They value highly the recommendations of the high school principal or guidance counselor regarding such important matters as character, leadership potential, range of interest, creative ability, and over-all promise of success in college.

Admission requirements and practices for institutions of higher learning in Wisconsin tend to follow these general characteristics.

Admission to a Wisconsin State College shall be gained by

(a) graduation from a legally established public or private high school with 16 units of work;

(b) recommendation by the principal of the high school that the student be admitted;

(c) rank in the upper three-fourths of the graduating class;

(d) a minimum of nine units of credit from the following fields of

English and Speech
Foreign Language
History and Social Science
Mathematics
Natural Science;

(e) students who do not meet the requirements outlined in terms (c) and (d) above may be admitted on probation provided there is evidence of their ability to do satisfactory college work.

Students who are not high school graduates may be admitted as candidates for a diploma or degree upon giving satisfactory evidence of their ability to do college work if such students are 21 years of age or if they have served honorably in the United States armed services.

The general requirements for admission to the University of Wisconsin are

1. Certificate of graduation from high school with a minimum of 16 units distributed as follows:
   (a) English and Speech — 3 units
   (b) Six units consisting of two majors of 3 units each or three minors of two units each chosen from the following fields:
   Mathematics — 2-3 units
   A Foreign Language — 2-3 units
   Social Studies — 2-3 units
   Natural Science — 2-3 units
   (c) Electives — 7 units
2. Principal's recommendation
3. Wisconsin students:
   (a) Students in upper tenth of high school graduating class may be admitted with deficiencies up to 3 of the 9 required units. Otherwise entrance examinations are required for students with these and other admission deficiencies.
   (b) Students in lower third of high school graduating class may be admitted, but on probation.
4. Nonresident students (those from other states and nations) must be from the upper half of their high school graduating class.
5. Beyond the general admission requirements cited above, there are additional specific requirements for particular courses — for example, Engineering, Medicine, etc. For these requirements, see the University Bulletin which describes a particular course.

Wisconsin High School Graduates Who go to College

Of the June, 1957, Wisconsin public and private high school graduates, 31.8 per cent indicated that they planned to go to college, including the Wisconsin county colleges. Thirty and five-tenths per cent indicated they planned to enter degree granting institutions of higher education.[6]

Almost one-third of the students who ranked in the top 25 per cent of their high school classes scholastically did not plan to go to college.[7] At a time when specialized talent is in such short supply and so vital to progress in every field, the people of Wisconsin face the question: can such a large portion of our talented youth be permitted to terminate prematurely their formal education?

Approximately 57 per cent of the 1957 Wisconsin high school students who graduated in the upper half of their classes planned to continue their education beyond high school.[8] These student plans conform fairly closely to the national pattern as reflected in the following statement from Bulletin 1958, No. 1, United States Office of Education, *Retention and Withdrawal of College Students:* "Of the students who graduate in the upper half of their classes from the secondary schools in the United States, about one-half go to college on a full-time basis . . ."

On the bright side of the picture, a great majority of those students entering Wisconsin's colleges have been top-ranking students in high school. In 1956, 70 per cent of the college freshmen in the public and private colleges and universities in Wisconsin were in the top 50 per cent of their high school classes.[9]

Scholarship Programs

Each college and university and many high schools offer scholarships to their top-ranking students. Nevertheless, tens of thousands of our most talented high school graduates throughout the nation do not go on to college because of lack of funds.

The high school graduate who desires to go to college would do well to explore carefully, and early in his high school years, the prospects of scholarship awards. The logical sources are

1. The college or university which the student plans to attend.
2. National foundation scholarship programs.
3. Scholarship programs sponsored by local community organizations.
4. State and federal government scholarship programs.

Those students who need financial support beyond that available from scholarship awards should explore the possibility of borrowing from college loan funds. More and more people are coming to believe that borrowing money to pay for one's higher education is a sound and sensible investment for a young man or woman.

In 1955 the National Merit Scholarship Corporation was founded as a nonprofit organization with the sole purpose of devising and administering a nationwide system of scholarships for higher education. The Ford Foundation and the Carnegie Corporation have financed the activity by grants totaling $2.5 million for administrative expenses and the Ford Foundation has also appropriated $18 million to finance scholarships in the program. All secondary schools, public and private, are entitled to participate. Business and industrial organizations desiring to sponsor merit scholarship programs are invited to join. At present, over sixty organizations are sponsoring scholarship programs.

In 1958 over a quarter of a million high school seniors took the qualifying examinations. One thousand forty scholarships were granted. Each scholarship winner received an amount based on his financial need. Amounts ranged from $100 to $2,200 or more annually. The average grant for 1958 was $650.

In addition to the stipend provided the student each merit scholarship provides a "cost-of-education grant" to the college or university which the student attends. For the private colleges these grants range from $300 to $750, depending upon the rate of tuition. Tax supported institutions must use these grants for scholarship assistance for other students.

Twenty-six National Merit Scholarships were awarded to Wisconsin high school graduates in

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[6] Research performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare.

[7] Coordinating Committee for Higher Education in Wisconsin, Semi-Annual Report, December 1957.

[8] *Ibid.*

[9] *Ibid.*

1958.[10] The students who received the awards indicated that they intended to enter colleges and universities as follows:

No. of Students		*Type and Location of Institutions*
8	30.7%	University of Wisconsin
3	11.5%	State universities and other Land Grant institutions in other states
2	7.6%	Private institutions in Wisconsin
13	50.0%	Private institutions in other states

Over half of these honor students, it will be noted, reported plans to go to private institutions and over 60 per cent planned to go to institutions of higher education outside of Wisconsin.

The National Defense Education Act of 1958

The National Defense Education Act of 1958 provides financial assistance for

1. Student loan funds for making low-interest loans to students to pursue their education at institutions of higher education.
2. Strengthening science, mathematics, and modern foreign language instruction.
3. Graduate student fellowships.
4. Grants to assist in the establishment and maintenance of guidance, counseling and testing programs; identification and encouragement of able students.
5. Research and experimentation in more effective use of television, radio, motion pictures, and related media for educational purposes.
6. Area vocational education programs.

Several of the provisions of this Act should be of great assistance to secondary schools in connection with the college-preparatory function. (See "Summary and Analysis of the National Defense Act of 1958," U. S. Government Printing Office, Washington 25, D. C.)

College Level Courses in High School and Advanced Placement Programs in College

With an increase of interest in the gifted student, more high schools are planning advanced standing or college credit courses for seniors. Colleges and universities are responding favorably as cooperating partners. The student's eligibility for advanced course placement and/or credit is determined by the college to which the student is admitted.

For several years the College Board's Advanced Placement Program has made it possible for schools and colleges throughout the United States to cooperate in developing programs by which qualified students may take advanced courses and the advanced placement examinations to qualify for advanced placement in college. One hundred thirty-eight of the College Board member colleges, according to the 1958 report, grant advanced placement to qualified entering freshmen. The advanced courses covered by the program are in twelve fields: English Composition, Literature, French, German, Latin, Spanish, American History, European History, Mathematics, Biology, Chemistry, and Physics.

The Ford Foundation Fund for the Advancement of Education has been sponsoring, during part or all of the period 1950-1958, five experiments dealing with school and college advanced placement progams.

1. A joint study undertaken by three preparatory schools — Andover, Exeter, and Lawrenceville — and three universities — Harvard, Yale, and Princeton. This study is reported in the volume, *General Education in School and College*, Harvard University Press, 1952.
2. The Atlanta Experiment in Articulation and Enrichment in School and College. The program started in 1953-54 and the college phase of the program is scheduled to extend to 1960-61.
3. The Portland, Oregon, Public Schools and Reed College program designed to identify gifted students early and enrich their educational opportunities. Financial support for this program is now provided by the Portland school district.
4. The School and College Study of Admission and Advanced Standing. In 1955 the College Entrance Examination Board took over the responsibility for this program.
5. The program for "Early Admission to College." The University of Wisconsin has been participating in this experiment. An evaluation of this program is presented in the publication, "They Went to College Early."

The report on "College Preparation in Beloit, Wisconsin, Public Schools" published in March, 1955, contains a section on the experience of high schools offering college-level courses. Reports via questionnaire from eleven high schools in seven states are included in this survey. From the compiled replies to the questionnaire, the following observations were made:

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[10] Report from Joint Office of Institutional Research, 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

1. English, mathematics and modern foreign languages were the subjects most frequently offered at the advanced level.
2. Practically all of the students enrolled in the advanced-level courses were intending or hoping to go to college.
3. The advanced-level courses effected a considerable improvement in the students' preparation for college.
4. The reaction to advanced-level courses, both on the part of the students and on the part of the local public, was generally very favorable.
5. With respect to a number of problems which the committee felt the advanced-level courses might introduce, it was found that few actually existed and those that did exist were never serious.
6. Approximately half of the schools furnishing information were located in communities of the commuter-suburban type.
7. All of the schools intended to continue their advanced-level courses. None of them planned to reduce the coverage or emphasis of their program, while approximately half stated that they planned to increase it.
8. In general, the experience with offering college-level courses in high school was highly successful. It should be observed, however, that this program has been embarked upon by only a few high schools having an academically superior student body.[11]

The plan which is being developed cooperatively by the University of Wisconsin and the Public Schools of Madison, Wisconsin, is worthy of study.

PROPOSED PROGRAM OF HONORS COURSES FOR HIGH SCHOOL STUDENTS OF SUPERIOR ABILITY

Curriculum Department
Madison Public Schools, Madison, Wisconsin
February 25, 1957

For many years the high schools in Madison have offered college-preparatory courses for students planning to attend schools of higher education. The proposed program of honors courses will involve enrichment for students with superior mental and scholastic abilities.

I. *Aims of the Program for Students Electing Honors Courses*

A major consideration in offering honors courses is to encourage gifted students to work up to capacity and to enrich their high school experiences. The program is intended to extend the educational opportunities available to able and ambitious students, and to provide special courses over and beyond the regular college-preparatory program.

II. *Nature of Honors Courses*

A. Senior Advanced Courses for Twelfth-Grade Students

(Senior honors courses will be developed in the subject fields common to the first year University program, i.e., English, mathematics, foreign language. Appropriate departments in the University will be asked to cooperate with the staff of the Madison public high schools in planning these courses.)

The gifted twelfth-grade student may, upon recommendation of the faculty committee, elect one or two advanced courses. The senior advanced program aims at a type of course which is equivalent to that offered in the freshman year at college. Students may secure university credit for the course upon successful completion of a final examination given by the University of Wisconsin. Successful completion of the course will permit the student to enroll in the next higher sequence of the same subject field at the University of Wisconsin. The courses will be called senior advanced courses, and will make effective use of curriculum materials which challenge the gifted.

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[11] College Preparation in Beloit Public Schools, March 1955, pp. 33-34.

B. Advanced Courses for Tenth- and Eleventh-Grade Students

Gifted students in tenth and eleventh grades, upon recommendation of the faculty committee, will be permitted to take one or more honors courses, usually not to exceed two, which will be called advanced courses. These courses are already offered in the high school curriculum as college-preparatory classes, but will be revised to include more enrichment as to breadth and depth of learning experiences.

In both course levels the appropriateness of the subject matter and the challenge for very bright pupils will be the chief goals in offering these subjects. These courses will include more material than regular subjects, but the principal difference will be in enrichment, depth, and breadth, rather than in quantity, scope, or speed. Fundamentals will be important and should be well established, together with the habit of being thorough. The courses will be richer in content, and will provide for deeper, more intense, and broader learning experiences than would the same courses taught at the other levels.

III. *Selection of Students*

A. The program will be available to all pupils who can qualify, regardless of the course in which they are enrolled. This will include students taking the college-preparatory course, commercial, general and trades courses. Qualified students will be permitted to enroll in one or more advanced courses, usually not to exceed two. The number of such courses the student will be permitted to take will depend upon the desire of the pupil, his parents, and the recommendation of the principal, teachers, and guidance counselors.

B. Those to be admitted to the advanced courses will be selected on the basis of high scholastic ability as determined by a number of factors. The selective procedure will be such that all high ability students will be identified according to a number of criteria, which may include:

1. General scholastic average
2. Intelligence quotient or scholastic aptitude
3. Cooperative English test in English and reading
4. Aptitude test
5. Interest and zeal in subject
6. Teacher ratings
7. Counselors' recommendations
8. Consent of parents

IV. *General Regulations and Suggestions Concerning Honors Courses*

A. The program will be offered in each high school, varying somewhat in accordance with the number of qualified pupils. It is suggested that the teachers concerned in the three high schools cooperatively develop a course pattern and prepare suggestions for final examinations.

B. Students who qualify will be encouraged to participate in the program, but the courses will be permissive and will require the consent of parents.

C. Pupils enrolled in the honors courses will be encouraged to select a well-rounded program, and enrollment in the program will not be at the expense of their participation in extra class activities. Honors courses will be taught at a greater level of difficulty than regular courses, and will demand serious study and concentrated application of superior students.

D. Teachers will be selected for this program on the basis of training and experience appropriate to the course assignment. Their willingness to accept the challenge, and their creativeness, flexibility, enthusiasm, and interest in this program will be factors in their selection.

E. The courses will require a wider variety of instructional and evaluation materials in classrooms, laboratories, and libraries. In a few instances this will necessitate improvement in laboratory facilities and additional equipment. The program will include the selection and training of the teachers concerned, the development of added instructional materials, and the preparation of teacher guides needed to get the program into operation.

Ten Wisconsin high schools with college-preparatory tracks and eleven high schools without college-preparatory tracks reported some provision whereby gifted students could enrich their high school academic programs. Most of these special programs consisted of University of Wisconsin correspondence study courses. The fields of study represented were English, mathematics, and foreign language.

The College Entrance Examination Board

One of the important developments in college admissions during the period 1948-1958 has been the increase in number of colleges and universities in the College Entrance Examination Board. In 1945, the Board included only 50 members, most of these being independent schools in the East.[12] By 1957-58, however, there were 184 colleges and universities belonging to the Board and requiring in some form or other the taking of College Board Examinations.[13] Moreover, this membership was well distributed geographically throughout the entire country and included a number of public colleges and universities.

This increase in membership has come forcefully to the attention of graduates of our Wisconsin high schools, as well as to their parents, teachers, and administrators. Of the 34,151 public and private high school students in the group surveyed in June, 1957, 2,418 or 7.1 per cent indicated their intention of taking College Board Examinations.

Such a development as this tends to evoke varying emotions from those most directly involved. To some students and their parents it represents an awesome barrier, and there is probably no student who does not face it without at least a slight feeling of apprehension. After all, there is a difference between entering college on certificate and entering on the basis of examination performance. School administrators and faculties have also become concerned and have given a good deal of thought to the possible impact of this development on the high school program. Does it demand some toughening-up process in order to "raise the standards"? Will it produce a wave of coaching for examinations? Does it mean adding to the constants for high school graduation, or, if not that, an accentuation of existing differences between college-preparatory and non-college-preparatory sequences?

It is therefore important in the midst of such questions and possibilities as these to keep clearly in mind what the College Entrance Examination Board is and what it is not. To some extent its characteristics and purposes are implicit in its origins and development. The system was inaugurated in 1900 by the Association of Colleges and Preparatory Schools of the Middle States and Maryland. A year later the North Central Association of Colleges and Secondary Schools established its Commission on Accredited Schools. The two systems, one of college admission through examination, the other through the certification of accredited schools, came into existence at about the same time and both have been in operation ever since. Neither is older or more traditional than the other, nor, in spite of the difference in approach, is one system necessarily in competition with the other. Both were started in an effort to get away from the previously existing state of chaos in which most colleges gave their own examinations and in which high schools had to face hundreds of varying possibilities in each plan for admission to college.

The College Board system therefore was a step forward. Its policies since the early 1900's have reflected the idea that an orderly plan for the administration of college entrance examinations strengthens college admission procedures, protects the freedom of the high school, and offers desirable guidance to the individual student. In addition to the conducting of examinations, the Board has sponsored research, sponsored and assisted in various curriculum planning projects, distributed information on college requirements, and in recent years has provided services related to national scholarship programs.

With regard to its major function in college admissions, the Board sponsors the preparation and administering of examinations through the Educational Testing Service of Princeton, New Jersey. The tests given include a general scholastic aptitude test and achievement tests in various subjects. Scores on individual performance are reported to the college or colleges to which the student seeks admission, no more than three colleges in any case. The important features of this testing program as it affects the student and his school may be summarized as follows:

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[12] William A. Neilson (ed.) *Annual Handbook 1945, Terms of Admission to the Colleges of the College Entrance Examination Board,* Ginn and Co., N. Y., 1945.

[13] College Entrance Examination Board, *The College Handbook,* 1957-58.

(1) Each member college determines for itself the tests it will require. These may include the scholastic aptitude test and one, two, or three subject-achievement tests. No more than three subject-achievement tests may be stipulated. Test requirements vary from one college to the next. A college may require the taking of tests in connection with its admission procedures or its procedures for awarding scholarships, or for both purposes. In either case, it may require tests of all candidates, or only of some. With regard to admissions, for example, a college may require tests only of those with unsatisfactory high school records or only of those seeking admission to particular programs or curricula. There are many variations and possibilities. A tabulation of the chart in the 1957-58 edition of *The College Handbook of the College Entrance Examination Board* with respect to admission procedures indicates that 91.8 per cent of the member colleges required the scholastic aptitude test of all candidates, while 8.2 per cent required it or recommended it for certain candidates only. On the other hand, only 38.6 per cent of the colleges required achievement tests of all candidates for admission, 23.4 per cent required or recommended it for certain candidates, while 38.0 per cent did not use achievement tests at all for admission purposes. (See Table 1.) With regard to scholarships, 92.8 per cent of the colleges required the scholastic aptitude test of all scholarship applicants, 1.7 per cent required or recommended it for certain applicants, while 5.6 per cent did not use this test in its scholarship procedures. Achievement tests were required by 44.4 per cent of the colleges for all scholarship applicants, by 13.9 per cent of the colleges for some scholarship applicants, and not at all for this purpose by 41.7 per cent of the colleges. (See Table 2.)

(2) The College Board does not pass or fail students who take the tests; it administers the tests and reports the scores. Each member college interprets the scores in relation to its own pattern of admission criteria. The member colleges of the College Board take a number of things into account, such as the high school record, recommendations of principals and teachers, and evidence of character, leadership, and other traits. In one college, for example, "The Committee on Admissions evaluates the test scores, the secondary school record, and personal recommendations in considering each application."[14] In another, "The Scholastic Aptitude Test is to help the Board of Admissions in screening applicants; the Achievement Tests (English, modern language, and intermediate mathematics) are for placement purposes only."[15] The popular notion of "passing college boards" is one which requires specific interpretation in relation to the policies of given colleges.

(3) The College Board has nothing to do with establishing patterns of subjects or units for college admission. These are set by the member colleges. The growth of the College Board system therefore does not necessarily imply an increase in specific subject requirements for college admission. A tabulation of some of the subject requirements or recommendations of the member colleges is reported in Table 3. Subjects were included in the tabulation not only when they were listed as required, but also as recommended or desirable. Where colleges had varying subject patterns for admission to particular schools or colleges, those for the Bachelor of Arts program were used. In general, the College Board members do not appear to differ in the range of their practices concerning admission from those of other colleges. Some of the member colleges do prescribe subjects for admission in considerable detail; others are extremely broad and flexible. One college, for example, reports as follows:

> In the selection of its students, ———— College looks for evidence of intellectual and emotional maturity indicative of probable success in work on the college level. While the value of certain basic academic preparation for all is recognized, there are many variations which may be preferable for particular students, consequently, no set of prescribed units is required. Normally a student should follow a college-preparatory course in her secondary school.[16]

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[14] College Entrance Examination Board, *The College Handbook 1957-58*, The Board, 1957, p. 179.

[15] *Ibid.*, p. 135.

[16] *Ibid.*, p. 159.

The growth of the College Board system therefore does not necessarily imply a general increase in specific subject requirements for college admission.

All members of the College Board system want good students; so do all other colleges. High standards of academic performance are desirable in all high schools, but they would be desirable whether the College Board system existed or not. Any high school which has doubts about its standards should immediately take action to improve them. Whatever it does should be handled through a careful process of study and in relation to the criteria of good curriculum planning. In no case are panicky efforts to "toughen up" the school program likely to yield constructive results.

There remains the possible danger that high schools will "teach" for examinations. If the examinations are consistent with valid objectives for particular courses, there may be nothing wrong with teaching for examinations in the broad sense. Coaching for examinations, in the sense of unimaginative drill on specific points gathered from the folklore of what previous examinations may have included, is clearly undesirable. It is neither desired nor recommended by the College Board. Coaching is not only undesirable, but futile. It is probably also futile to devote portions of courses to cram sessions.[17] The best way to prepare students for the College Board Examination in any subject is to do a good job of teaching this subject.

All College Board examinations, except for the one in advanced composition, are of the objective type. This makes it possible to include a broad sample of the knowledge of a given subject in any one test and reduces the fear that students and teachers sometimes have of not knowing certain details which may otherwise be given undue prominence. The broad sampling of knowledge secured by the use of objective tests also reduces the possibility of building up files of stock items to be used for coaching. In conclusion, any school may place a high degree of confidence in the integrity, the curricular validity, and the reliability of the College Board examinations for they are most carefully prepared by specialists in the various subjects in partnership with experts in test construction.

In conclusion, there is nothing in the recent increase of membership in the College Board which should distort the normal processes of good curriculum planning in Wisconsin secondary schools. Whatever is done in the way of strengthening counseling procedures and improving classroom instruction will also serve the interests and purposes of students who take the College Board examinations. It is only when the nature and purpose of the College Board are misunderstood that distortion is likely to take place.

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[17] The College Board offers the following advice to students planning to take the tests. "No special preparation should be necessary. The tests are designed to be taken in stride and to minimize the effects of cramming or last-minute study. However, candidates taking tests in specialized subjects, such as mathematics, biology, or chemistry, may find it helpful to review material covered in previous courses if they have not had a course in the subject shortly before taking the test." College Entrance Examination Board, *College Board Tests: Bulletin of Information* 1955-56, p. 3.

4.

The College-Preparatory Track in Wisconsin High Schools

The obvious purpose of a college-preparatory track is to help high school students get into college by placing them in the subjects usually required for college entrance. It is a broad device set up to meet the situations of most college-bound students and most colleges. Since there will always be exceptions and variations, it does not eliminate the need for individual counseling. If such counseling is provided, the track may serve as a useful shortcut and is probably valued as such by administrators and teachers in schools which have it. Any such device, however, should be further examined and appraised in the light of characteristics beyond those anticipated in the original and stated purposes.

Not all high schools have tracks called college-preparatory. Some prefer to do without them. Of the 420 Wisconsin public high schools studied in this project, 240 or 57.1 per cent had college-preparatory tracks. (Table 4) The absence of a track in a given high school should not be interpreted as a lack of interest in the college-preparatory function. Schools without such tracks apparently feel they can counsel their college-bound students by other means.

College-preparatory requirements beyond the general requirements for high school graduation may include a fourth year of English, two years of mathematics in the algebra-geometry sequence, one year of science beyond general science or biology, and two years of foreign language. But this combination of requirements is not uniform. Variations from it in Wisconsin public high schools in the fall of 1957-58 are indicated in Table 5. The fourth year of English, for example, appeared as a requirement in only 61.5 per cent of the high schools with college-preparatory tracks. Plane geometry was not required as often as algebra. Foreign language study, once a common item in college-preparatory tracks, was required by only 17.6 per cent of the schools. On the other hand, a year of physics or chemistry was required by a high percentage of the schools polled.

Some of the high schools, however, required these subjects of all students. (Table 6) The fourth year of English was a graduation constant in 22.7 per cent of 392 four-year high schools, including those with and without college-preparatory track. This figure was substantially lower than the 61.5 per cent of the high schools with college-preparatory tracks which require fourth-year English of college-preparatory students.[1] The same contrast may be seen with respect to plane geometry, which was required of all students in only 12.2 per cent of all high schools reporting and of college-preparatory students in 68.8 per cent of the 221 schools with college-preparatory tracks. Algebra, with its comparatively high standing as a graduation constant, stood even higher as a college-preparatory requirement, being stipulated as such by 80.5 per cent of those schools.

About two-fifths of the twelfth grade students were enrolled in college-preparatory tracks where such a program was offered. (Table 7) This figure is based on 140 three-year and four-year high schools with college-preparatory tracks which reported enrollments for 1956 and 1957. In addition, enrollment figures were reported by 134 three-year and four-year high schools which did not have college-preparatory tracks. In the over-all total of 274 high schools, both with and without college-preparatory tracks, there were 20,549 twelfth grade students in 1957, of which 4,947, or approximately one-fourth, were enrolled in the college-preparatory classification.

Being in a college-preparatory track does not necessarily mean that a student will go to college or even that he plans to go. On the other hand, not being in such a track does not mean that a student will not go to college or that he is without college plans. According to the reports from high school principals, approximately one-third of the 4,947 twelfth grade college-preparatory students in 1957 did not go to college, while one-third of the 15,602 who had not been in college-preparatory tracks did go.[2] (Table 8) The latter group of 5,096 students included 3,052 in high schools without college-preparatory tracks, leaving 2,044 non-college-preparatory students who went to college from high schools having such tracks available, but who apparently had not chosen to enroll in them. (Table 10) A contrast between the four-year and the three-year high schools turns up on this point. Where one-third of the non-college-preparatory students in four-year high schools with college-preparatory tracks go to college, this is true of only one-ninth of the non-college-preparatory students in three-year high schools. The one-ninth figure, of course, is based on only nine three-year high schools, but these make up almost half of the total group of nineteen three-year high schools with college-preparatory tracks.

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[1] There is some overlapping in the figures, since schools with college-preparatory tracks may require fourth-year English not only of students in those tracks, but of all students. The same possibility of overlapping applies to other fields as well.

The four-year high schools with college-preparatory tracks send nearly half of their graduates to college, while those without such tracks send only one-third. Possibly the existence of a college-preparatory track reminds students of college possibilities and encourages them to plan college attendance. Or possibly schools with college-preparatory tracks are located in communities with high college motivation among both students and parents. The track may then reflect, rather than produce, the college aspirations of students. In the three-year high schools, however, the presence or absence of the college-preparatory track did not seem to be reflected in the percentages of college-bound students. (Table 11)

The College-Preparatory Symbol in Relation to Choices of Subjects Made by Public and Private High School Students

Another question explored was that of the subject choices made by students who considered or did not consider themselves to be in college-preparatory courses or tracks. Data on this point were drawn from a one-sixth sample of the public and private high school seniors of June, 1957, who responded to the general student questionnaire. The sample of 5,675 students[3] included 1,985 who designated themselves as having taken the college-preparatory course, 2,948 who said they had not, and 742 who did not reply to the question. (Table 12) A total of 1,802 of these students, or 31.8 per cent of the sample, indicated plans to attend college, university, or county college.[4] Of the 1,985 who placed themselves in the college-preparatory designation, 1,193, or 60.1 per cent, indicated such college plans; of the 2,948 students who did not so place themselves, 494, or 16.8 per cent gave such indication. (Table 13) Both these figures are lower than corresponding ones reported by the high school principals.

Possibly some of the students who designated themselves as having been in a college-preparatory course would not have been so classified by their principals. An undetermined number of students in the sample came from schools without formally identified college-preparatory tracks in the minds of the principals, but these students had the opportunity of checking whether or not they had taken what they considered to be a college-preparatory course. The term college-preparatory as used here represents the state of mind of the responding student rather than the formal classification system used in the school, but it is with these states of mind that we are concerned. The expressions "college-preparatory students" and "students in college-preparatory tracks" as used in the remainder of this chapter refer then to the designations students had made of themselves.

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[2] The term *college* was not defined in the questionnaire sent to high school principals. According to the principals' reports, 40.4 per cent of the 1957 public high school graduates went to college, a higher figure than the 31.8 per cent of the public and private high school seniors who on the general student questionnaire indicated plans to attend college, university, or county college. Some of the principals may have included students planning to attend other kinds of schools as well.

[3] Although the one-sixth sample included 5,675 students, the total on several of the major runs of cards through the tabu'ating machine came to 5,674. The base figure of 5,675 is used in all tables except 11, 12, and 13, and on these the 5,674 figure is used. On the 5,674 total, 1,982 were classified as college-preparatory, 2,984 as non-college-preparatory, and 744 as no response.

[4] This figure is slightly higher than the 30.5 per cent of the sample who indicated plans to attend degree-granting institutions, a category which did not include those planning to attend county colleges.

This state of mind of the student may have much to do with his selection of high school subjects, and conversely his choice of subjects may determine his state of mind. Table 15 presents the numbers and percentages of all the respondents in the sample who had taken various subjects at sometime in their high school careers[5] as compared with those who had designated themselves as college-preparatory students. Plane geometry, for example, was taken by 53.6 per cent of all students in the sample, but by 88.3 per cent of those who had considered themselves in the college-preparatory course. Only 34.3 per cent of those who designated themselves non-college-preparatory had included plane geometry in their programs. Similar contrasts are evident in physics, trigonometry, chemistry, and foreign languages.

Enrollments in the separate subjects tell only part of the story. Another part is brought out by the percentages of students who had taken various combinations of such subjects, as indicated in Tables 17 and 18 under the three headings labeled A, B, and C. Pattern A consists of three years of English, two years of foreign language, two years of mathematics in the algebra-geometry-trigonometry sequence, one year of either biology or chemistry or physics, and one year of social studies. This is the pattern usually considered a rigorous one for college entrance purposes. Of the 5,675 Wisconsin graduates of June, 1957, in the sample, 1,154 or 20.3 per cent of the total had included this pattern of subjects. Of these, 765 or 66.3 per cent indicated plans to attend college, university, or county college. (Table 16)

Of the 4,521 students in the sample who did not meet pattern A, 1,373 were found to have met pattern B, which consists of three years of English plus three years of each of two, or two years of each of three, of the following subjects: mathematics in the algebra-geometry-trigonometry sequence; science drawn from biology, chemistry, or physics; social studies; and foreign language. It is close to the pattern of entrance requirements of the University of Wisconsin, with the exception that the University will accept general science and general mathematics in the science and mathematics categories.

Probably most of the students meeting pattern A would also meet pattern B. Combining these two groups gives a total of 2,527, or 44.5 per cent of the total sample, who probably completed the nine years (nine units) of the pattern B combinations. On the other hand, only 24.7 per cent of the non-college preparatory students had completed such combinations. (Table 18) The 1,579 students meeting pattern C came from the remainder of the sample. Pattern C consists of nine years (nine units) drawn in any combination of English, mathematics, science, foreign language, and social studies as these were defined for the other two patterns. The removal of the three groups left 1,569 students, or 27.6 per cent of the total sample. Of the non-college-preparatory group, 40 per cent failed to meet patterns A, B, or C.

Various kinds of responses may be made to the data in Tables 13 through 18. For one thing, the percentages of graduates who had taken certain subjects are higher than many people may believe. Physics, for example, had been taken by 30 per cent of the June, 1957, graduates and by 47.3 per cent of the graduating boys. (Table 14) More than three-fourths of the graduates had taken algebra, more than half had taken geometry, while nearly half had taken chemistry. Only slightly more than one-third, however, had taken a foreign language. Since the sample included only one-sixth of the total number of graduates, we may infer that Wisconsin high schools in June, 1957, turned out approximately 25,000 students who had taken algebra, 18,000 who had taken geometry, 15,000 who had taken chemistry, 10,000 who had taken physics, and 12,000 who had taken a foreign language.

Nevertheless, an important question remains. What about the relatively low percentages of the non-college-preparatory students who had enrolled in fields such as algebra, geometry, physics, chemistry, and foreign language? Are English, social studies, and biology the only traditional academic fields which have general value for large numbers of our high school students whether they consider themselves college-preparatory or not? Some undoubtedly would contend that subjects traditionally considered college-preparatory do not meet the needs of the non-college-preparatory student. This becomes a question of educational values. Are needs related only to such matters as occupational preparation, or do they refer also to the development of personal interests for the enjoyment of living? Even if we consider the matter solely from the point of view of occupations, can we in this age of technology maintain that algebra, physical science, and the like are irrelevant to the job futures of those who do not consider themselves to be in the college-preparatory course?

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[5] The amount of error in students' recollections or checking may be indicated by the deviation of the 98.4 per cent figure for English from the expected 100 per cent.

The implication of being in a college-preparatory course is usually, but of course not always, that the student will try to go to college. Three-fifths of the students who considered themselves college-preparatory indicated plans for college attendance, whereas only one-sixth of the non-college-preparatory students did so. (Table 13) The student who considers himself college-preparatory is more likely to be one who gets another chance to take certain subjects he may have missed in his high school years. The student who does not consider himself college-preparatory is less likely to be one who gets such a second chance.

Whether or not the college-preparatory student needs the traditional academic subjects for any other purpose besides getting into college is still another matter. Are algebra and geometry any more related to the general needs of the future college major in English than they are to those of the student not preparing for or going to college? If the purposes of algebra and geometry are those of cultural transmission and intellectual discipline for the future college major in English, are they any less so for the high school graduate who has not been in the college-preparatory course? The college-bound student may not even need algebra and geometry for admission to college, since he can always find colleges to admit him without those subjects.

Another consideration, of course, is that of student ability. Whether or not algebra, geometry, physics, chemistry, and foreign languages demand higher intellectual qualities than do English, social studies, biology, industrial arts, home economics, and the like is and will continue to be a point of controversy and debate. It is safe to assume, nonetheless, that the traditional college-preparatory subjects cannot be easily taught to or easily learned by low-ability students, at least with our present levels of instructional techniques and skills. Is it not possible then that the college-preparatory course and the college plans of the high school students themselves serve as devices of natural selection for placement of students into various subjects?

To a certain extent this is true, as indicated in Table 19. About 70 per cent of the students in college-preparatory tracks were in the upper half of their graduating classes by grade-point averages, as contrasted with the 40 per cent of those not in college-preparatory tracks. Some 40 per cent of the college-preparatory students ranked in the upper fourth of their classes, as contrasted with 16 per cent or so of the non-college-preparatory students. College-preparatory classification then is a rough indicator of ability, but it is rough indeed, for it tends to bypass the 16 per cent of the non-college-preparatory group who have given evidence of superior scholarship. Furthermore, what about the 11 per cent of the college-preparatory students who ranked in the bottom fourth of their classes? One possible response is that grade-point average is not necessarily a good indicator of academic ability. Or it might be argued that non-college-preparatory students have inflated grade-point averages because they are taking allegedly easier subjects. Both are debatable points. Those who hold that the non-college-preparatory students take easier subjects will have some difficulty explaining the higher grade-point averages of those in the college-preparatory track unless they wish to claim an enormous difference in intellectual level between the two groups.

Comparisons between the intellectual levels of the college-preparatory and non-college-preparatory groups on the Henmon-Nelson Test of Mental Ability are presented in Table 20. The percentages of students in both groups in the various quarters do not vary much from those on rank in class by grade-point average. Here again, college-preparatory classification seems to provide a rough selection of students by academic ability. But the roughness of it is again indicated by the presence of 14.7 per cent of the non-college-preparatory students in the highest quarter and of 8 per cent of the college-preparatory group in the lowest quarter. The close relationship between the distribution on class rank by grade-point average and that of rank on the Henmon-Nelson test does not suggest that the non-college-preparatory group is getting higher grades than its distribution of ability warrants. The important fact in both Table 18 and Table 20 is that while the college-preparatory group furnishes more of the superior students, there is substantial overlapping between the two groups. Some college-preparatory students are low both in academic rank and in Henmon-Nelson rank; some non-college-preparatory students are high in both. Moreover, since there were 378 top-quarter non-college-preparatory students in the one-sixth sample, we may draw the inference that the June, 1957, graduating class from public and private high schools in Wisconsin included about 2,000 students of high ability who were not in college-preparatory tracks.

Some non-college-preparatory students, however, do take subjects labeled college-preparatory. Because of this some might argue that superior non-college-preparatory students will find their way or be guided into algebra, geometry, physics, and the like anyway. Since some college-preparatory students do not take these subjects, it might seem that the symbolism is flexible enough to make provision for individual differences for those in this group. Low-ability students, whether college-preparatory or not, are apparently not encouraged to take college-preparatory subjects.

Data in Tables 21 through 26 do not fully support these arguments and suppositions, particularly with regard to plane geometry, physics, chemistry, and foreign language. Plane geometry, for example, had been taken by 75.3 per cent of the college-preparatory students in the lowest fourth of their classes by academic rank, but by only 54.2 per cent of non-college-preparatory students in the highest fourth. Where 43.3 per cent of the college-preparatory students in the lowest fourth of their classes by academic rank had taken physics, this was true of only 30.6 per cent of non-college-preparatory students in the highest fourth. Foreign-language study appeared in the programs of about half the college-preparatory students in the lowest fourth by academic rank, but in those of only one-third of the non-college-preparatory students in the highest fourth.

A similar, but not identical, pattern reveals itself on comparisons related to rank on the Henmon-Nelson Test of Mental Ability. (Tables 22 and 24) Higher percentages of the bottom fourth of the college-preparatory group had taken algebra, geometry, and chemistry, although the differences were small. The reverse was true in the case of physics and foreign language, again with small differences, approximately two-fifths of these superior non-college-preparatory students having taken physics and one-third foreign languages.

When the subject choices of the upper and lower halves of the two groups are compared, the impact of track designation becomes even more apparent. On both academic rank and Henmon-Nelson rank, there are higher percentages of lower-half college-preparatory students than of upper-half non-college-preparatory students in every one of the fields of algebra, geometry, chemistry, physics, and foreign language. In some subjects, such as physics, on the Henmon-Nelson distribution, the differences were small; in others, such as geometry, on the Henmon-Nelson, the differences were large, three-fourths of the lower-half college-preparatory students having taken this subject as contrasted with about half of the upper-half students in the non-college-preparatory group.

Secondary school educators have long known that factors other than ability enter into the track choices and college plans made by students. "In recent years, nearly half of the upper 25 per cent of all high school graduates have not entered college."[6] It is possible that these superior students might become interested in college attendance if they took some of the subjects labeled college-preparatory. It is also possible that more of them would stay in high school. Some of them, of course, will pick up college interests as they go through high school without necessarily taking college-preparatory subjects. They may then find that the colleges of their choice will not have them. This is perhaps not too serious a matter, since it is possible to get into a number of colleges without the usual entrance subjects. Or rather, it has not been too serious up to this point. Indications are that more and more colleges will be specifying entrance subjects in greater detail. This may well become a problem of some magnitude in the future even for high-ability students who have neglected to enroll in college-preparatory subjects.

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[6] President's Committee on Education Beyond the Hig School, *Second Report to the President,* U. S. Government Printing Office, July, 1957.

The college-preparatory track, or in the absence of one, the self-designation of the student as college-preparatory may facilitate counseling in many cases. It does get the student with definite college plans and motivation into the subjects demanded by many colleges, although it is no guarantee that any given student will get into the college of his choice. It probably does get many of the higher-ability students into such subjects as algebra, geometry, physics, chemistry, and foreign language. The very identification of the subjects with college preparation, however, may deter non-college-bound students from taking them, and among these are some of the highest ranking students in our schools. Similarly, the college-preparatory symbol may be placing a number of low-ability students in these subjects. The practice in some high schools of listing these subjects as required in the college-preparatory track while omitting them from the general track probably serves to reinforce the stereotypes about college-preparatory and non-college-preparatory subjects.

To require all high school students to take these subjects is probably a doubtful solution of this dilemma. Even to require them of all students in the upper ranges of the intelligence distribution would be a somewhat mechanical solution. The only effective long-range solution is to devote time and thought to the process of helping students choose their subjects. The data suggest this is being done to some extent now. For we do have some college-preparatory students who are not taking college-preparatory subjects as well as some non-college-preparatory students who are taking them. The data also suggests that much more counseling needs to be done. Many of our high school students come with extremely vague ideas about subject selections, college plans, and the like. There is no substitute for the individual conference on such matters as these. If such conferences are held, there is really no need for a college-preparatory track or for the self-designation of the student as one in a college-preparatory course. Apart from the required subjects for graduation, programs can be fitted to the student's interests, abilities, college plans, and other circumstances. Such procedures would also minimize the chance that a college-preparatory student may overlook some requirement stipulated by the college of his choice, but not by the college-preparatory track in his high school.

Whether or not such individual program-making can become a reality depends on school budgets, staff availability, and the like. In our smaller high schools, much of the counseling is done by principals already overworked by the numerous demands of high school administration and in some cases by carrying teaching loads. In our larger high schools, the counselor may be a teacher "released" from two classes to work with large numbers of students. Full-time counselors may have as many as three or four hundred students on their lists. School administrators know these conditions and want to correct them. Their chances of correcting them depend on the financial support provided by their communities. Recent federal legislation providing financial aid for counseling services should help. Meanwhile, it may be well to consider the question of whether or not the advantages of the symbol of the college-preparatory course are offset by the possible disadvantages.

In addition to affecting the choices of subjects made by students, the college-preparatory track also appears to make some difference with regard to certain kinds of teaching procedures. On the general student questionnaire, respondents were asked to check whether or not they had been given practice in various college-type procedures such as taking notes on lectures, writing term reports, and taking final semester examinations during scheduled periods. The numbers and percentages of college-preparatory, non-college-preparatory, and no-response students checking these items are presented in Table 27. In each case, the largest percentages are those reported by the college-preparatory students. One possible explanation of this is that teachers of courses usually labeled college-preparatory may use these procedures and call them to the attention of the students to a greater extent than do teachers in courses not so labeled.

On the whole, it is encouraging to note that more than half of the total number of public and private high school seniors in the sample had encountered each of these kinds of teaching practices or procedures. It is also encouraging to note the substantial percentages of college-preparatory students who had encountered them. College teachers and advisers have long known that some students get into academic difficulties in college not because of inadequate preparation in subject matter, but because of the intensive use at the college level of teaching-and-learning practices not extensively used in high schools. The use of such procedures in our Wisconsin high schools indicates a desire not only to get students admitted to college, but to help them prepare in advance for their college tasks and responsibilities.

Whether or not such procedures are more important for the college-bound student than for those without specific college plans is another question. Are they, in fact, inapplicable in the occupational, civic, and recreational lives of high school graduates who do not go to college? Salesmen, for example, are often called upon to absorb quantities of information presented to them at sales conferences. Many jobs which do not require college training do require the taking of examinations in settings not unlike those of final semester examinations. And the abilities involved in planning long-term projects, gathering and interpreting information, and presenting the findings in written and oral form are not demanded exclusively in jobs which require college degrees. It may be desirable, therefore, to consider the more extended use of some of these teaching-and-learning procedures in the upper years of high school for all students who are capable of profiting from them.

5.

Admission and Retention of High School Graduates in College

To be eligible to pass through the admission turnstile into college is indeed important. However, admission is only the initial play in the higher education program. Staying in college, doing quality academic work, and making steady progress in a planned program toward a degree are the factors that really count in the final analysis.

In this chapter data are presented which relate to the admission and retention of high school graduates who applied for admission in September, 1957, to Wisconsin public and private colleges and universities, with special reference to graduates of Wisconsin public and private high schools. The data are presented in three categories:

The Wisconsin State Colleges
The University of Wisconsin
The Private Institutions

(See Chapter 1 for the list of private institutions.)

Freshman Applicants

Reports from the Coordinating Committee on Higher Education in Wisconsin indicate that the number of Wisconsin public high school graduates in 1965 will be triple the number of graduates in 1930. Further, higher education enrollment projections for 1975 indicate an increase of approximately 70 per cent over 1955.

The shape of things to come with reference to enrollments in higher education highlights the necessity for a maximum degree of cooperation between the prospective college freshman applicant, the high school authorities, and college admissions officials.

In an effort to assure admission to college and to secure maximum scholarship benefits, it is reported that many prospective freshmen are submitting applications to several colleges. This sort of open season hunting by the student works a hardship on the colleges since it makes it very difficult for college admissions authorities to determine when the maximum number of qualified freshmen have been accepted inasmuch as it is impossible to calculate with any degree of accuracy the actual number of registrations. (See Chapter 3 for the recommendations of the Wisconsin Joint Council on School-College Relations.)

CHART 1

NUMBER OF FRESHMAN APPLICANTS — SEPTEMBER, 1957

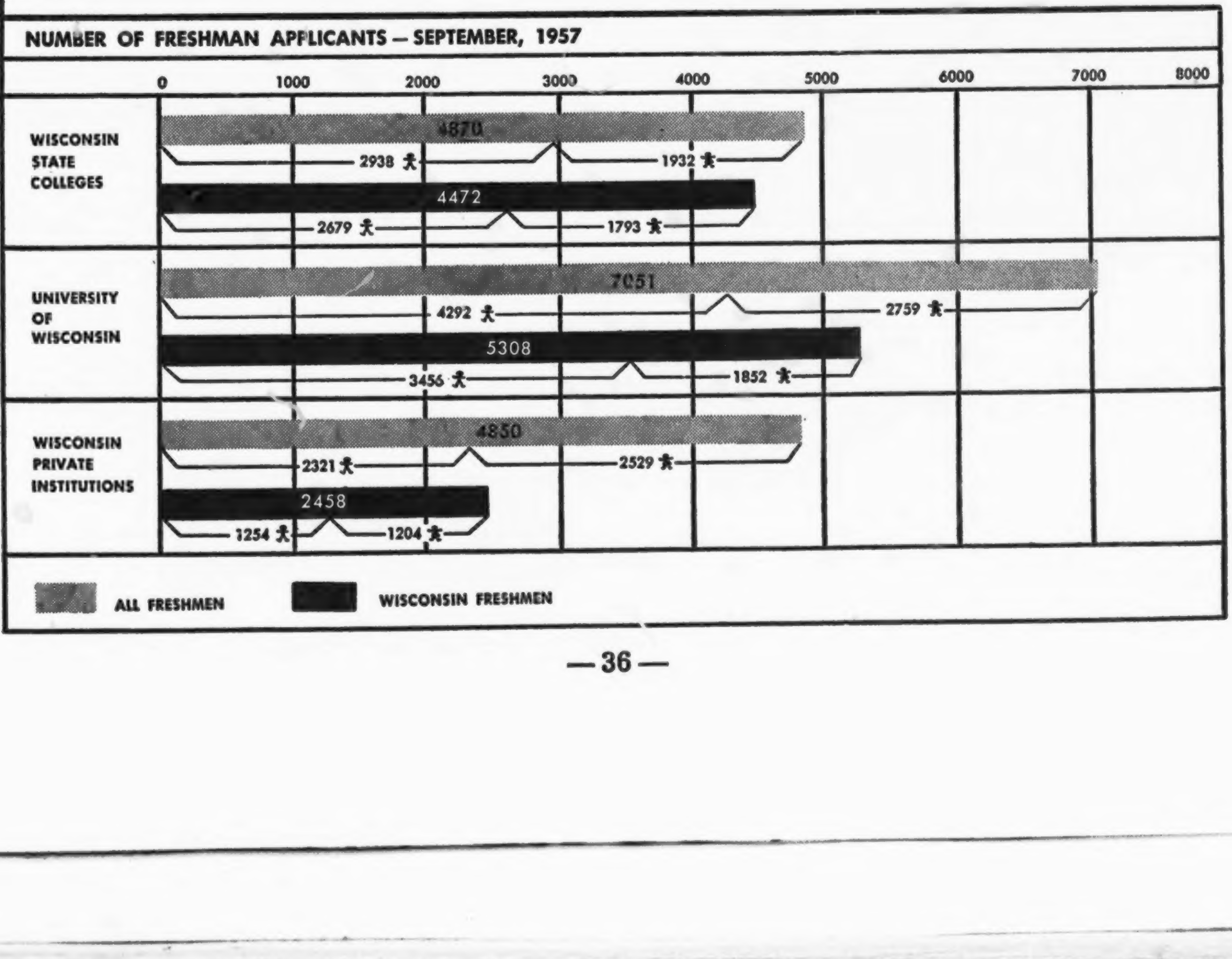
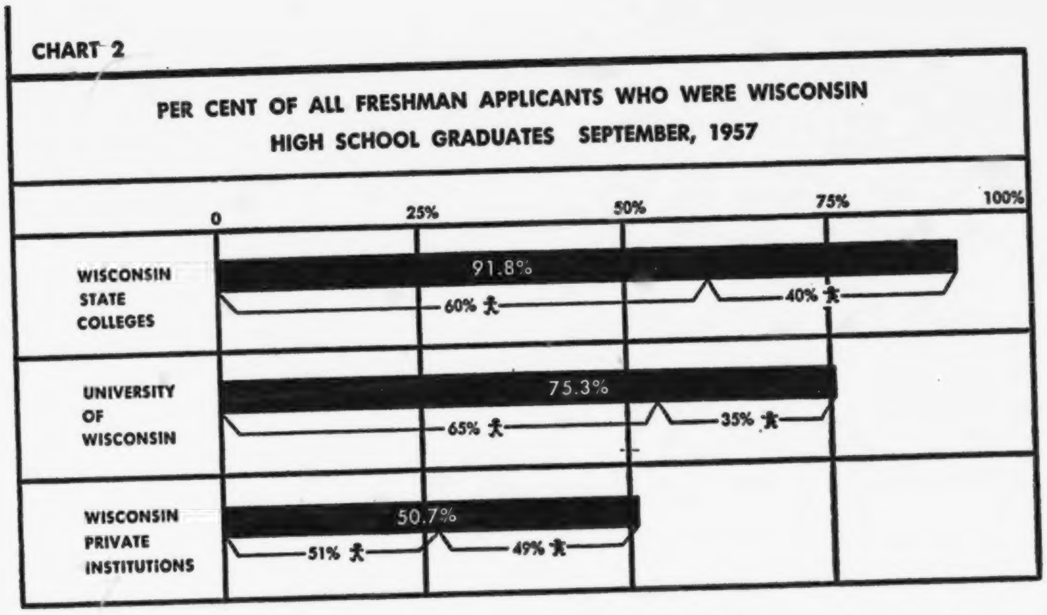


CHART 2

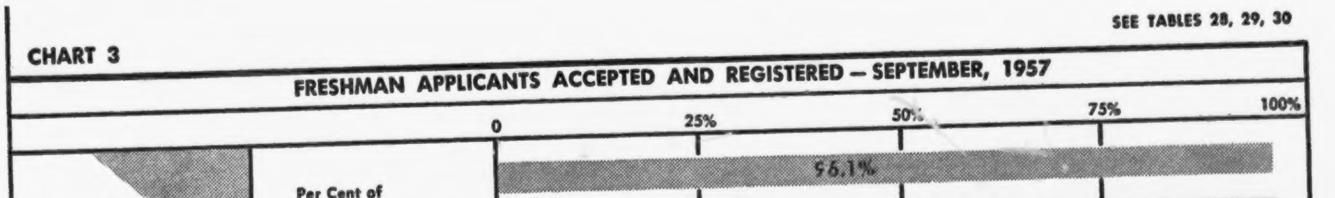

PER CENT OF ALL FRESHMAN APPLICANTS WHO WERE WISCONSIN HIGH SCHOOL GRADUATES SEPTEMBER, 1957

In September, 1957, a total of 15,059 freshman applicants were admitted to the Wisconsin State Colleges, the University of Wisconsin, and private institutions. Of this total, 55.8 per cent were men and 44.2 per cent were women.

Of the 15,059 applicants who were admitted, 11,857 or 78.8 per cent actually registered. Of this total, 56.5 per cent were men and 43.5 per cent were women.

SEE TABLES 28, 29, 30

CHART 3


FRESHMAN APPLICANTS ACCEPTED AND REGISTERED — SEPTEMBER, 1957

Factors Affecting Nonacceptance of Freshman Applicants

The following factors affecting nonacceptance were included on the questionnaire which was sent to college admissions officials:

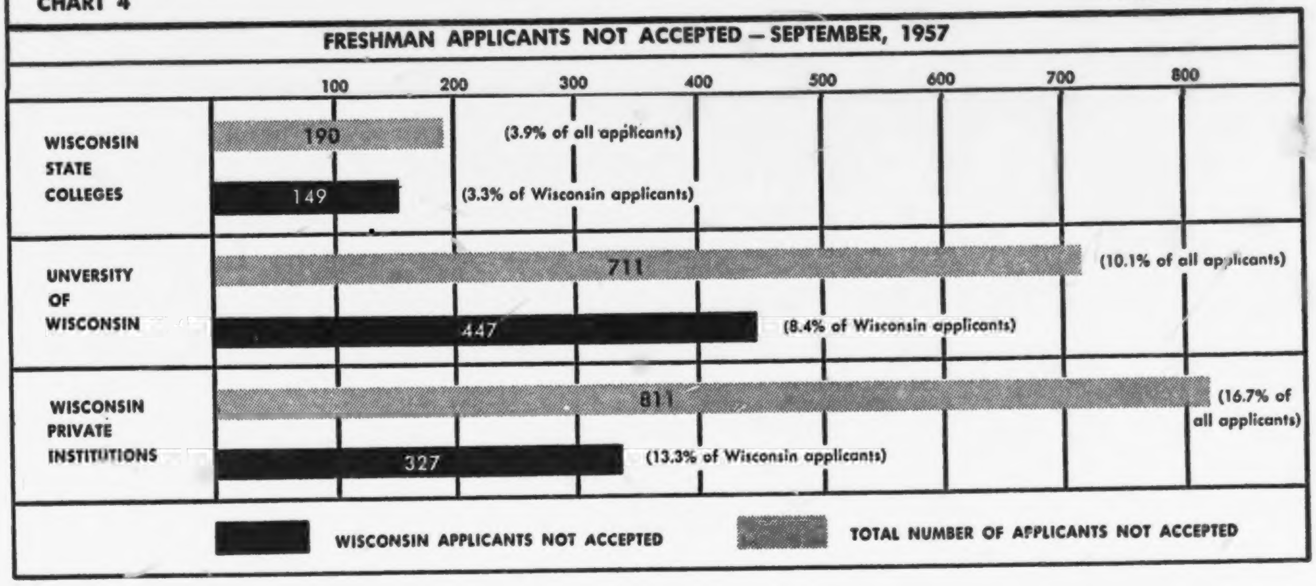
1. Low scores on College Entrance Examination Board aptitude tests.
2. Low scores on Henmon-Nelson Test of Mental Ability.
3. Low scores on other aptitude tests.
4. Low scores on College Entrance Examination Board achievement tests.
5. Low scores on other achievement tests.
6. Level of high school achievement. (Rank in high school class)
7. Lack of recommendation by high school principal.
8. Lack of required entrance subjects in high school.

The knowledge possessed by high school, college, and university authorities is complementary when it comes to the admission of high school graduates to college. The high school authorities know the prospective freshmen and their relative academic potentials. College authorities know their particular programs of higher education and the academic standards maintained. Both parties have the welfare of the students as a primary concern.

In this section data are presented relative to the most influential factors affecting nonacceptance of freshman applicants.

CHART 4

SEE TABLES 28, 29, 30



The Wisconsin State Colleges

The reports from the State Colleges indicated that "low level of high school achievement" was the factor most frequently influencing nonacceptance of freshman applicants with the factor next in order being, "low scores on the Henmon-Nelson Test of Mental Ability."

Out of a total of 190 freshman applicants not accepted, 149 were Wisconsin applicants — 25 women and 124 men. Only four of the Wisconsin applicants — one woman and three men — were not accepted because of lack of required entrance subjects.

The University of Wisconsin

The reports from the University of Wisconsin indicated that "low level of high school achievement" was the primary factor most frequently influencing nonacceptance of freshman applicants. "Lack of high school principal's recommendation" and "Lack of required subjects for entrance to college" were also included as significant factors.

Out of a total of 711 freshman applicants not accepted, 447 were Wisconsin applicants — 98 women and 349 men. One hundred twenty-five of the Wisconsin applicants — 58 women and

67 men — were not accepted primarily because of lack of required entrance subjects. Practically all of these students had poor scholastic records. Although the figure 125 may seem high, actually it was only 2.3 per cent of the September, 1957, Wisconsin freshman applicants.

Wisconsin Private Institutions

The reports from the private institutions indicated that "low level of high school achievement" was the factor most frequently influencing nonacceptance of freshman applicants. "Low scores on aptitude tests" was also indicated as a significant factor.

Out of a total of 811 freshman applicants not accepted, 327 were Wisconsin applicants — 136 women and 191 men. Only three of the Wisconsin applicants — one woman and two men — were not accepted because of lack of required entrance subjects.

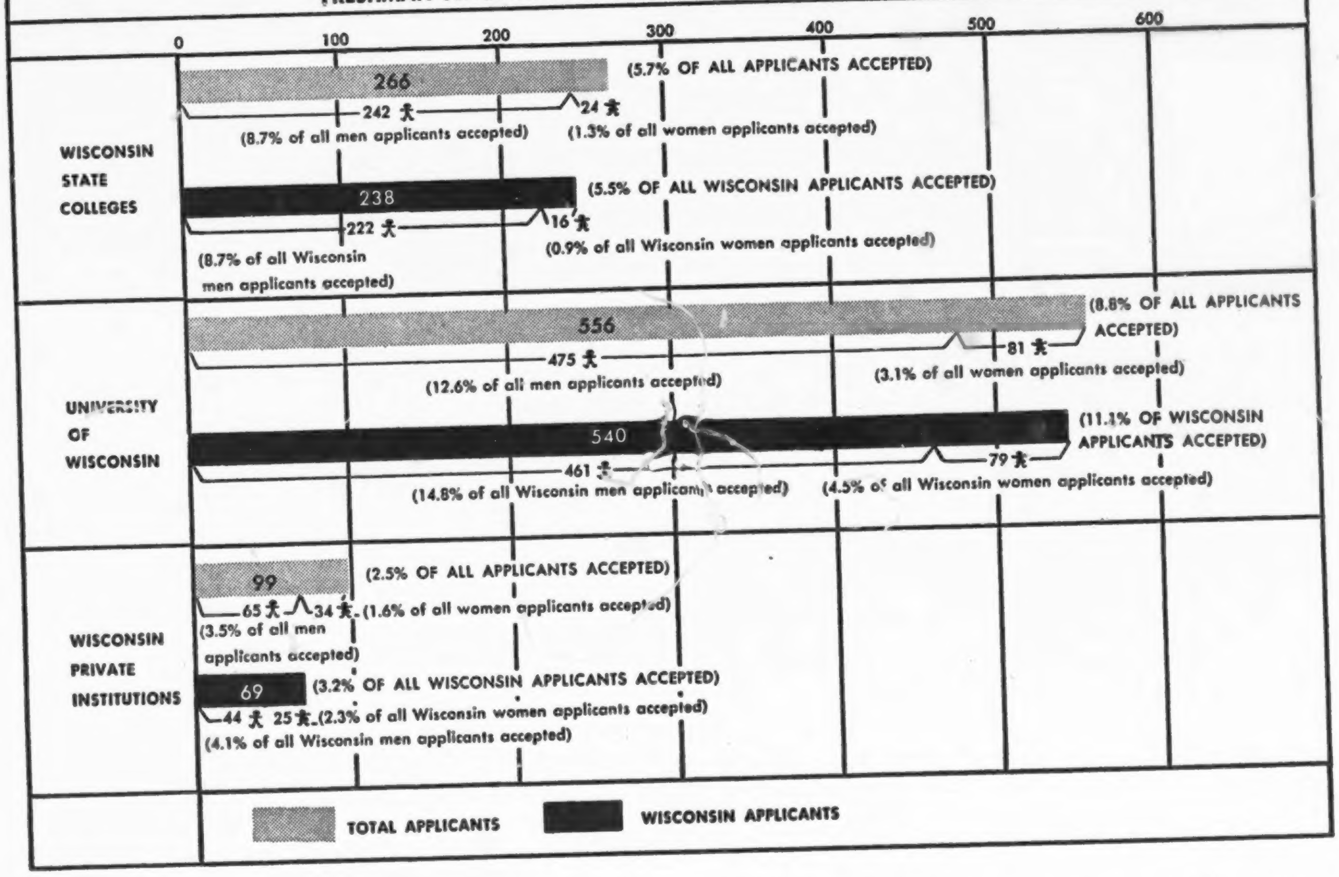
Admission of Freshman Applicants on Academic Probation

Occasionally a high school graduate appears to be deserving of a chance to prove himself in college, although his academic achievement record in high school leaves much to be desired. In such a situation a student may be admitted to college on academic probation. The following chart indicates what actually took place in the fall of 1957 by way of admitting college freshmen on academic probation.

SEE TABLES 31, 32, 33

CHART 5

FRESHMAN APPLICANTS ADMITTED ON ACADEMIC PROBATION



Freshmen Placed on Academic Probation or Dropped for Academic Reasons During 1957-58

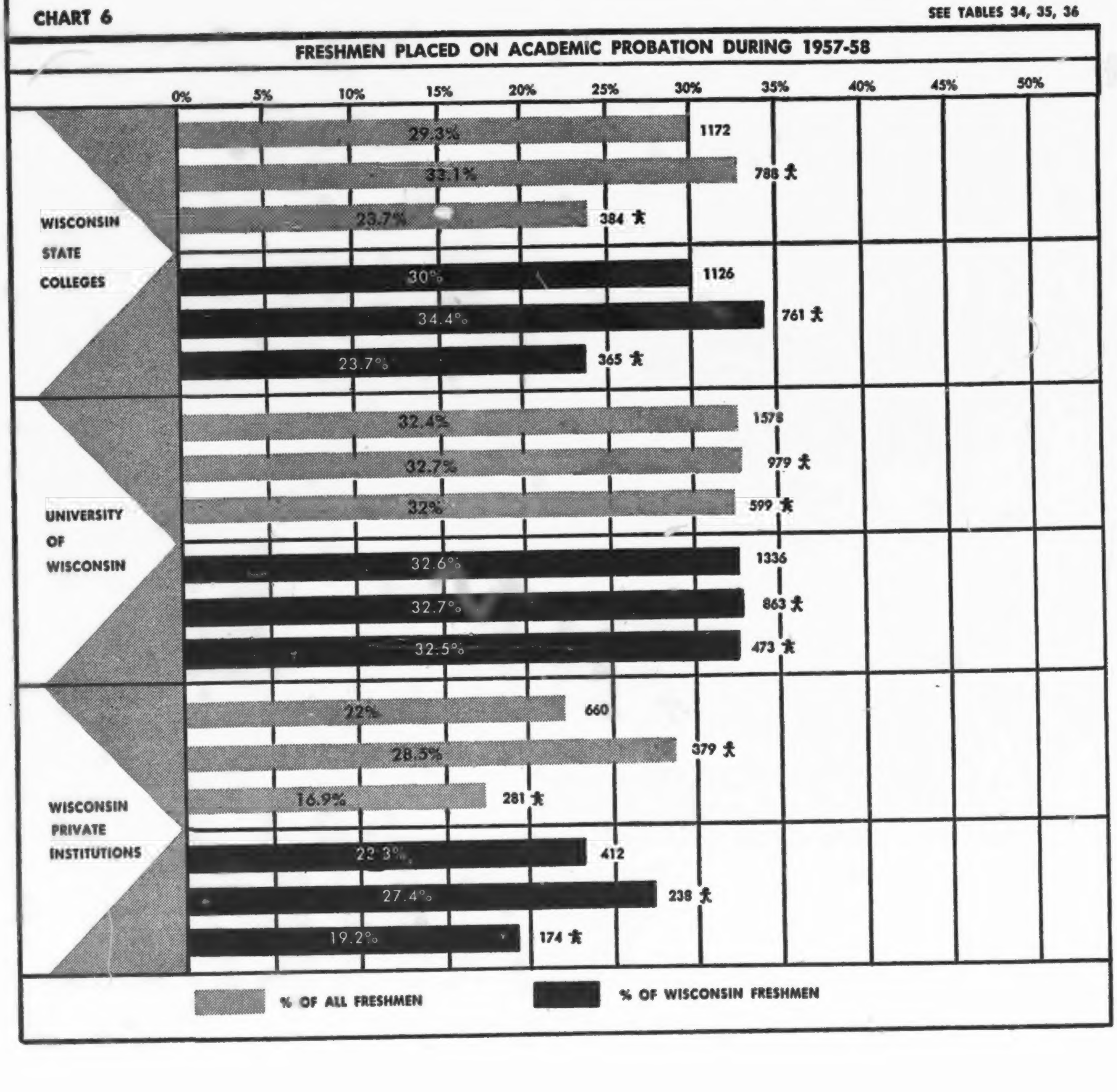
Colleges and universities follow the practice of posting danger signals when students do not meet minimum academic achievement levels. This is done by placing students on academic probation. Such an action is usually accompanied by special counseling.

When a student has failed clearly to meet minimum standards, and this usually involves a trial period of at least two semesters unless the record is very inferior, the student is usually dropped. Policies relating to readmission of students who have not met minimum achievement levels vary from institution to institution, with the usual requirement that the student present evidence that he is now in a much better position to do satisfactory academic work. Frequently the student is asked to present evidence of having gained valuable work experience, documented by a favorable report from his employer.

The following charts indicate the extent of academic difficulties experienced by freshmen in 1957-58.

CHART 6

SEE TABLES 34, 35, 36

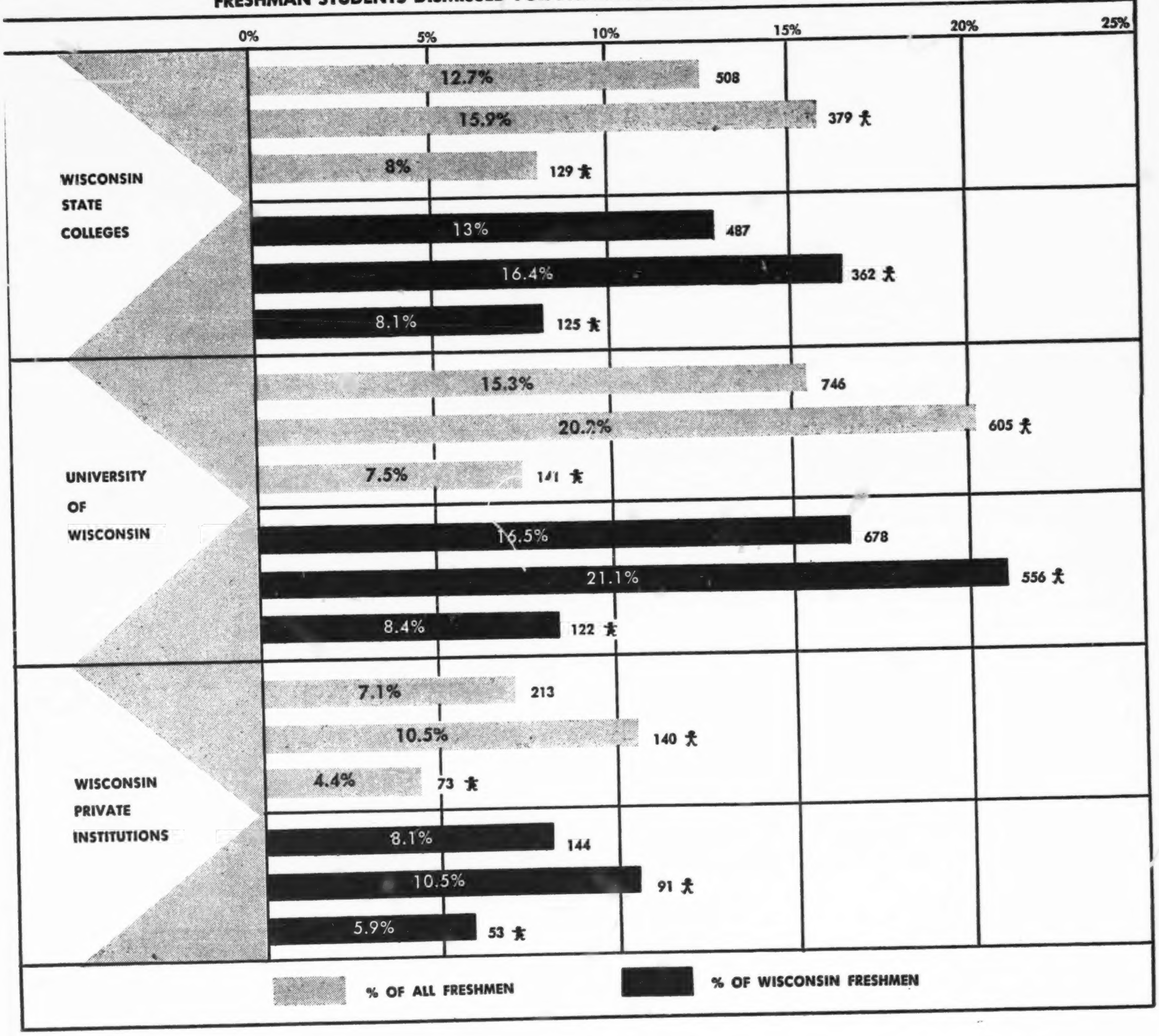


FRESHMEN PLACED ON ACADEMIC PROBATION DURING 1957-58

CHART 7

SEE TABLES 34, 35, 36

FRESHMAN STUDENTS DISMISSED FOR ACADEMIC REASONS DURING 1957-1958



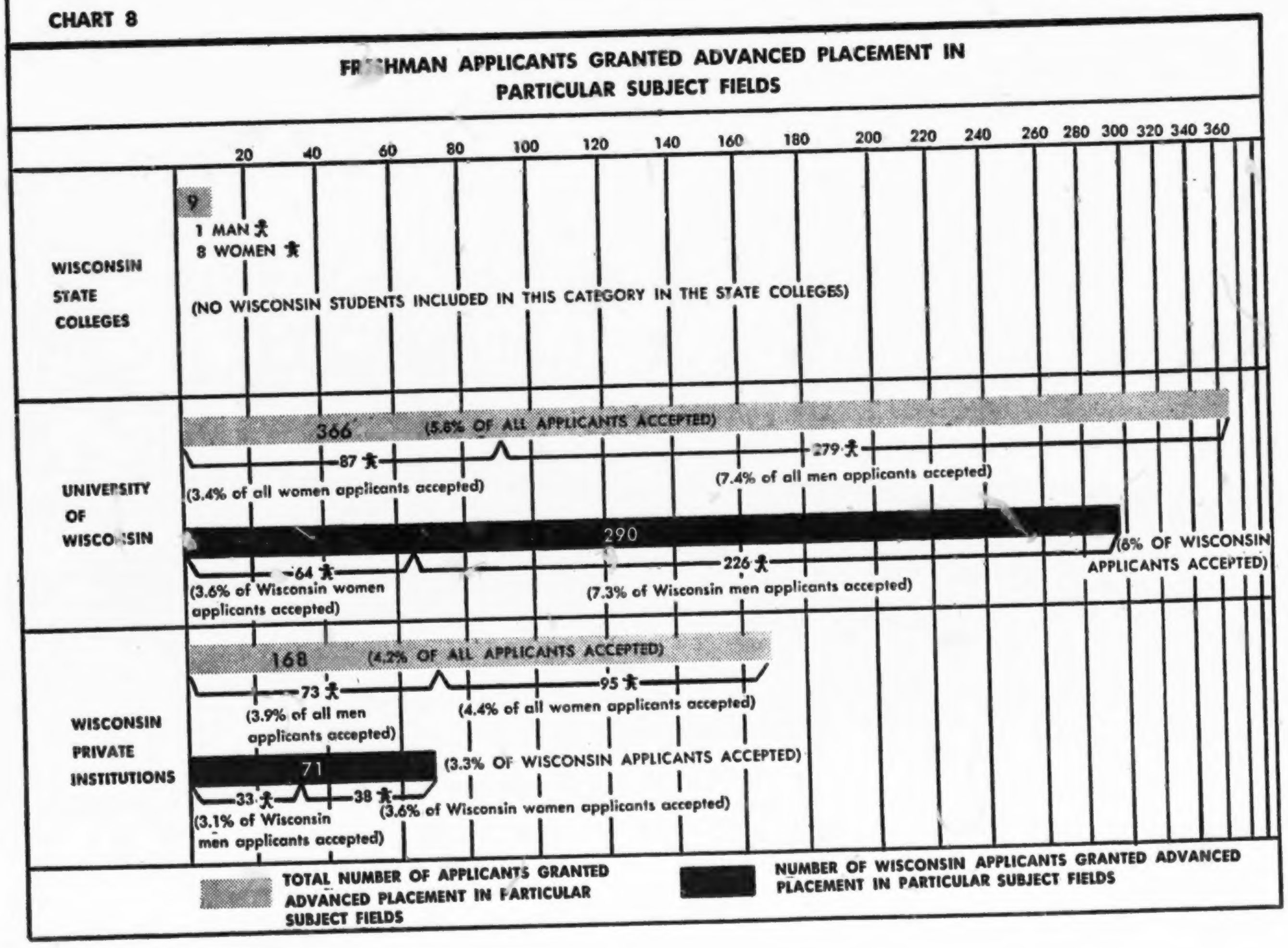
Admission of Freshman Applicants with Academic Privileges

Most colleges and universities permit high school graduates who excel in particular academic subjects to enter college with advanced placement in these given subject fields. Some institutions permit over-all superior high school graduates to enter college with academic privileges which usually means the opportunity to take one or more sophomore subjects.

The following charts present the picture of the freshman class of 1957-58 with reference to academic privileges.

SEE TABLES 37, 38, 39

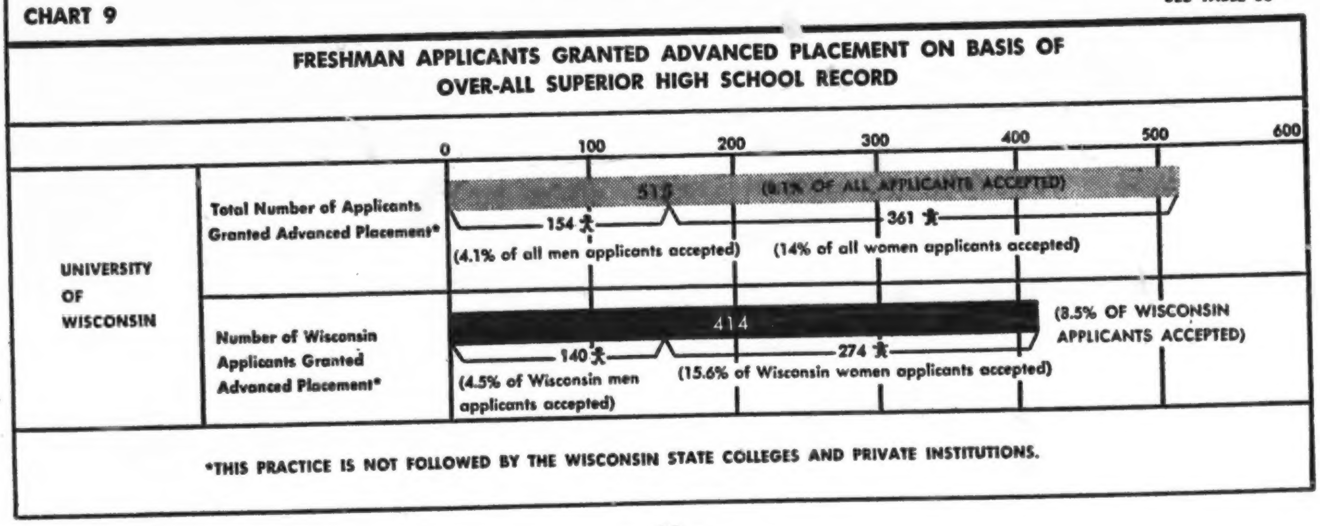
CHART 8



FRESHMAN APPLICANTS GRANTED ADVANCED PLACEMENT IN PARTICULAR SUBJECT FIELDS

SEE TABLE 38

CHART 9



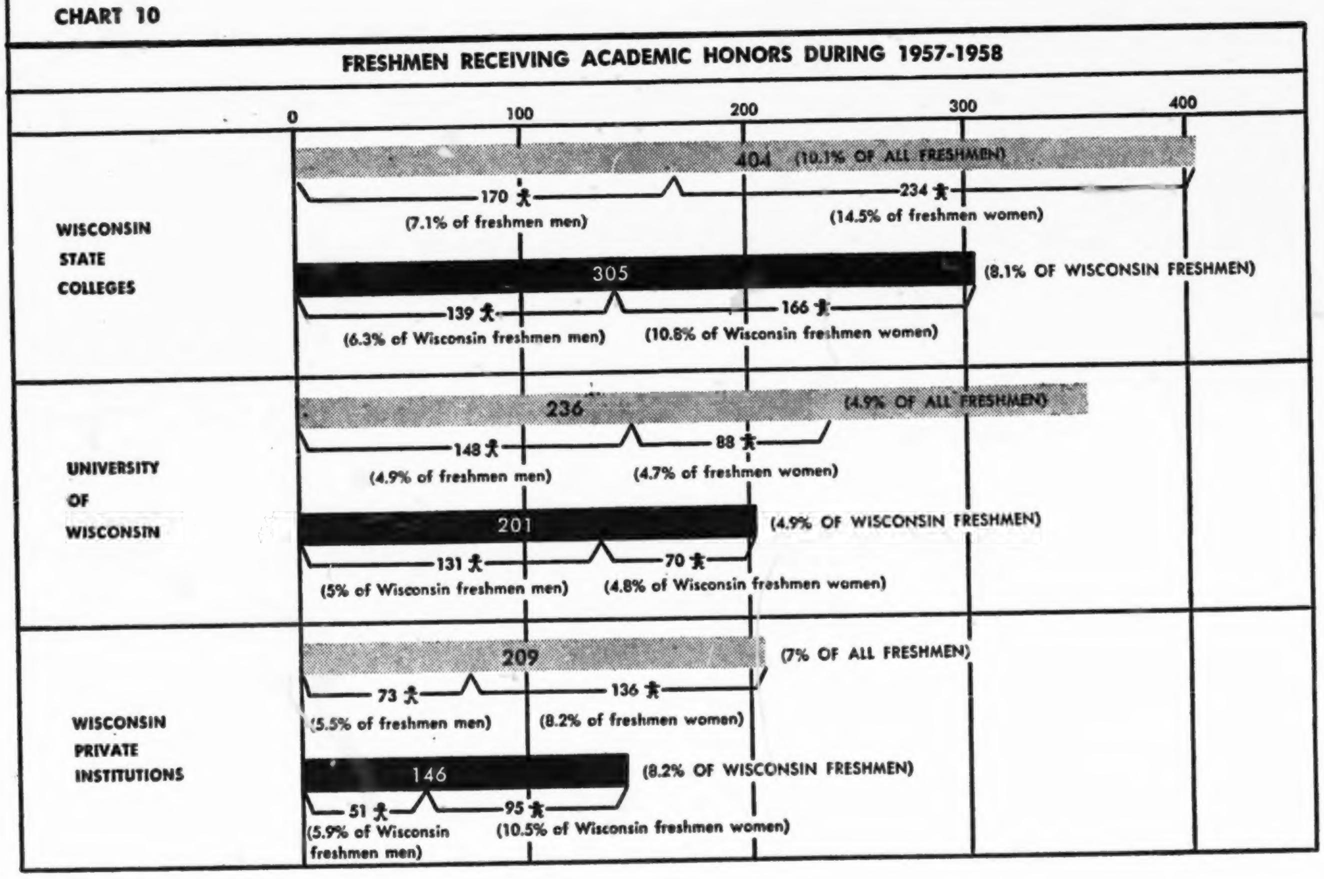
FRESHMAN APPLICANTS GRANTED ADVANCED PLACEMENT ON BASIS OF OVER-ALL SUPERIOR HIGH SCHOOL RECORD

*THIS PRACTICE IS NOT FOLLOWED BY THE WISCONSIN STATE COLLEGES AND PRIVATE INSTITUTIONS.

Freshmen Receiving Academic Honors During 1957-58

In recognition of superior scholastic performance, colleges and universities award academic honors. Following is a chart indicating the number of freshmen in Wisconsin colleges and universities during the academic year 1957-58 who were honored for their outstanding scholastic achievements.

CHART 10



Summary

Freshman Applicants

Wisconsin high school graduates accounted for a high percentage of the June, 1957, freshman applicants at the Wisconsin public institutions of higher education with 91.8 per cent at the State Colleges and 75.3 per cent at the University of Wisconsin. Just slightly over half, 50.7 per cent, of the applicants at the private institutions were Wisconsin high school graduates.

The Wisconsin State Colleges accepted 96.1 per cent of all freshman applicants; the University of Wisconsin accepted 89.9 per cent of all freshman applicants; and the private institutions accepted 83.3 per cent of all freshman applicants. The percentage of Wisconsin high school graduates accepted was slightly higher in each instance — Wisconsin State Colleges, 96.7 per cent; University of Wisconsin, 91.6 per cent; and private institutions, 86.7 per cent.

Of the freshman women who applied for admission, the percentage accepted ran considerably higher than in the case of the men. The percentages of Wisconsin freshman applicants accepted: State Colleges, 98.6 per cent of the women and 95.4 per cent of the men; University of Wisconsin, 94.7 per cent of the women and 89.9 per cent of the men; private institutions, 88.7 per cent of the women and 84.8 per cent of the men. When all freshman applicants were considered, including those from out of the state, the percentage accepted ran slightly lower for both women and men.

Of the Wisconsin freshman applicants accepted, approximately 15 per cent failed to register. The percentages were State Colleges, 13.3 per cent; University of Wisconsin, 15.7 per cent; private institutions, 16.8 per cent. When all freshman applicants were considered, the percentage of those who did not register increased sharply at the University of Wisconsin and the private institutions. The percentages were State Colleges, 14.6 per cent; University of Wisconsin, 23.3 per cent; and private institutions, 25.8 per cent.

Factors Affecting Nonacceptance of Freshman Applicants

It is significant to note that the Wisconsin State Colleges, the University of Wisconsin and the private institutions all indicated that "low level of high school achievement" stands as the factor most frequently influencing nonacceptance of freshman applicants.

Only four Wisconsin freshman applicants requesting admission to State Colleges and three Wisconsin freshman applicants requesting admission to the private colleges were refused because of lack of required entrance subjects. One hundred twenty-five Wisconsin freshman applicants were not accepted by the University of Wisconsin primarily because they lacked required entrance subjects. This was 28 per cent of all Wisconsin applicants not accepted by the University. Although the figure 125 may seem high, actually it was only 2.3 per cent of the June, 1957, Wisconsin freshman applicants at the University of Wisconsin.

Admission of Freshman Applicants on Academic Probation

The practice of admitting freshmen on academic probation to both the public and private institutions is restricted largely to Wisconsin high school graduates.

Freshmen who are admitted on probation usually fall into the category of those high school graduates who possess above average intelligence but have not shown a desired level of academic achievement. These applicants may have an endorsement from the high school authorities to the effect that here is a good risk — a fine youngster who is a late bloomer for various reasons. Some of the applicants in this category are admitted only after qualifying on entrance examinations.

The great majority of freshmen who were admitted on probation in September, 1957, were men. This situation may be partially explained by the fact that girls are much more apt to work up to capacity and thus receive higher grades than boys of equal ability at the high school level.

Freshmen Placed on Academic Probation or Dropped for Academic Reasons During 1957-58

Approximately one-third of all freshmen were placed on academic probation during the academic year 1957-58 in the Wisconsin State Colleges and in the University of Wisconsin. The percentage runs slightly higher in the University of Wisconsin than in the State Colleges. The percentage of Wisconsin freshmen placed on probation was nearly identical to the percentage of all freshmen. In the private colleges 22 per cent of all freshmen were placed on academic probation with the figure for Wisconsin freshmen just slightly higher — 23.3 per cent.

The per cent of freshmen dismissed for academic reasons from the State Colleges and the University of Wisconsin differed by only 3 to 4 per cent with the University figures running higher for all freshmen as well as Wisconsin freshmen. As in the case of the probation figure, the percentage dismissed from the private colleges ran several percentage points lower than in the public institutions. The range of percentages of freshmen dismissed for academic reasons was

	Per Cent of All Freshmen	*Per Cent of Wisconsin Freshmen*
Private Institutions	7.1	8.1
Wisconsin State Colleges	12.7	13.0
The University of Wisconsin	15.3	16.5

An examination of the data reveals that with one exception, the freshman women definitely excelled the men when it came to staying in college and keeping clear of academic probation. In the University of Wisconsin approximately the same percentage of freshman men and women were placed on academic probation.

Admission of Freshman Applicants with Academic Privileges

The Wisconsin State Colleges and the private colleges do not follow the practice of granting academic privileges to freshmen who have overall superior high school records. The University of Wisconsin granted such privileges to 8.1 per cent of the entire 1957-58 freshman class. Eight and five-tenths per cent of the Wisconsin freshmen were granted such privileges.

Concerning advanced placement in a given subject field, the institutions of higher education reported as follows:

	Per Cent of All Freshmen	*Per Cent of Wisconsin Freshmen*
Wisconsin State Colleges	0.2	0.0
Private Institutions	4.2	3.3
The University of Wisconsin	5.8	6.0

Freshmen Receiving Academic Honors During 1957-58

The percentage of all freshmen receiving academic honors ranged from 4.9 per cent at the University of Wisconsin, to 7 per cent in the private institutions, to 10.1 per cent in the State Colleges. This pattern varied only slightly for Wisconsin freshmen.

At the University of Wisconsin 4.9 per cent of the freshman men and 4.7 per cent of the freshman women won academic honors. Concerning the Wisconsin freshman women and men who won academic honors, the picture at the University of Wisconsin was nearly identical to that indicated above for all freshmen men and women at the University.

In the State Colleges and private colleges the women excelled the men as indicated:

	State Colleges	Private Institutions
All Freshman Men	7.1%	5.5%
Wis. Freshman Men	6.3%	5.9%
All Freshman Women	14.5%	8.2%
Wis. Freshman Women	10.8%	10.5%

More and more young men and women are entering colleges and universities every year. This trend is indeed a welcome one in light of the tremendous increase in the demand for talent in the specialized fields. However, as one studies the data presented in this chapter, he will no doubt ponder this question: "How can the numbers of freshmen on the honors list be increased and numbers on the probationary and drop lists be decreased?" Further, "Is this too much to expect?"

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TABLES

Key to Abbreviations in Tables

CP	college preparatory
NCP	non-college preparatory
N	number of cases
NR	no response
HSPQ	High School Principals' Questionnaire
GSQ	General Student Questionnaire (this questionnaire was developed and used in connection with the research project "A State-Wide Inquiry Into Decisions of Youth About Education Beyond the High School," carried on pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare. This research project was directed by Dr. J. Kenneth Little, Director of Institutional Research, University of Wisconsin.)
CBH	College Board Handbook
COQ	College Officials' Questionnaire

TABLE 1

USE OF THE COLLEGE BOARD APTITUDE AND ACHIEVEMENT TESTS BY THE MEMBER COLLEGES FOR ADMISSION PURPOSES (CBH)

N = 184

	Scholastic Aptitude Test		Achievement Tests (one, two, or three)	
	Number	Per Cent	Number	Per Cent
Required of all candidates for admission purposes	169	91.8	71	38.6
Required or recommended for certain candidates for admission purposes	15	8.2	43	23.4
Tests not used for admission purposes	0	0.0	70	38.0

TABLE 2

USE OF THE COLLEGE BOARD APTITUDE AND ACHIEVEMENT TESTS BY THE MEMBER COLLEGES FOR PROCEDURES IN AWARDING SCHOLARSHIPS (CBH)

N = 180 (Does not include the four military service academies)

	Scholastic Aptitude Tests		Achievement Tests (one, two or three)	
	Number	Per Cent	Number	Per Cent
Required of all candidates for scholarships	167	92.8	80	44.4
Required or recommended for certain candidates for scholarships	3	1.7	25	13.9
Tests not used for purpose of awarding scholarships	10	5.5	75	41.7

TABLE 3
NUMBERS OF MEMBER COLLEGES OF THE COLLEGE ENTRANCE EXAMINATION BOARD STIPULATING OR SPECIFICALLY RECOMMENDING CERTAIN SUBJECTS FOR ADMISSION[1] (CBH)
N = 184

SUBJECT	NUMBER OF YEARS	NUMBER OF COLLEGES	PER CENT OF COLLEGES
English	4	100	54.3
	3	29	15.8
	TOTAL	129	70.1
Mathematics	4	5	2.7
	3½	2	1.1
	3	26	14.1
	2½	14	7.6
	2	62	33.7
	TOTAL	109	59.2
Foreign language	4	4	2.2
	3[2]	23[2]	12.5
	2	65	35.3
	1	1	0.5
	TOTAL	93	50.5
Latin[3] (also included under foreign language)	3	5	2.7
	2	8	4.3
	TOTAL	13	7.1
Social studies	3	2	1.1
	2	12	6.5
	1	61	33.2
	TOTAL	75	40.8
Science[4]	4	3	1.6
	2	14	7.6
	1	49	26.6
	TOTAL	66	35.9

[1] The requirements listed here are specifically those for the BA degree. Specialized requirements were occasionally listed for the BS, engineering, or commercial degrees; these are not included. The difference existed usually in requirements in science or mathematics and in acceptance of commercial subjects.

[2] Thirteen colleges allowed two years each of two foreign languages as an alternative to three years in one foreign language (counted here as three years in one foreign language).

[3] One college allowed Greek as an alternative to Latin, and several colleges mentioned it as a possibility along with other languages.

[4] Those colleges requiring less than four years of science usually specified that a laboratory science was what they intended or that general science was not to be included.

TABLE 4
PUBLIC HIGH SCHOOLS WITH IDENTIFIED CP TRACKS (HSPQ)

	FOUR-YEAR HIGH SCHOOLS N = 392		THREE-YEAR HIGH SCHOOLS N = 28		TOTAL HIGH SCHOOLS N = 420	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
High schools with CP track	221	56.4	19	67.9	240	57.1
High schools without CP track	171	43.6	9	32.1	180	42.9

TABLE 5

NUMBER AND PER CENT OF FOUR-YEAR PUBLIC HIGH SCHOOLS WITH CP TRACKS REQUIRING CERTAIN SUBJECTS OF CP STUDENTS (HSPQ)

N = 221

SUBJECT	NUMBER OF SCHOOLS	PER CENT OF SCHOOLS
Eight semesters of English	136	61.5
Algebra	178	80.5
Plane geometry	152	68.8
Chemistry	119	53.8
Physics	102	46.2
Chemistry or physics	14	6.3
Foreign language	39	17.6

TABLE 6

NUMBER AND PER CENT OF FOUR-YEAR PUBLIC HIGH SCHOOLS REQUIRING CERTAIN SUBJECTS OF ALL STUDENTS (HSPQ)

N = 392

SUBJECT	NUMBER OF SCHOOLS	PER CENT OF SCHOOLS
Eight semesters of English	89	22.7
Algebra	124	31.6
Plane geometry	48	12.2
Chemistry	49	12.5
Physics	40	10.2
Chemistry or Physics	12	3.1
Foreign languages	6	1.5

TABLE 7

CP AND NCP TWELFTH GRADE STUDENTS IN 274 THREE-YEAR AND FOUR-YEAR PUBLIC HIGH SCHOOLS—1956 AND 1957 (HSPQ)

	1956					1957				
	(1)	CP STUDENTS		NCP STUDENTS		(6)	CP STUDENTS		NCP STUDENTS	
	NUMBER OF STUDENTS IN CATEGORY	NUMBER	PER CENT OF COLUMN 1	NUMBER	PER CENT OF COLUMN 1	NUMBER OF STUDENTS IN CATEGORY	NUMBER	PER CENT OF COLUMN 6	NUMBER	PER CENT OF COLUMN 6
Students in Four-Year High Schools with CP Track: N=131	9,422	3,721	39.5	5,701	60.5	9,483	4,089	43.1	5,394	56.9
Students in Three-Year High Schools with CP Track: N=9	2,200	769	35.2	1,431	65.1	2,187	858	39.2	1,329	60.8
Total in Schools with CP Track: N=140	11,622	4,490	38.6	7,132	61.4	11,670	4,947	42.4	6,723	57.6
Students in Four-Year High Schools without CP Track: N=127	6,926	----	------	6,926	100.0	6,770	----	------	6,770	100.0
Students in Three-Year High Schools without CP Track: N=7	2,146	----	------	2,146	100.0	2,109	----	------	2,109	100.0
Total in Schools without CP Track: N=134	9,072	----	------	9,072	100.0	8,879	----	------	8,879	100.0
Total in Schools with and without CP Track: N=274	20,694	4,490	21.7	16,204	78.3	20,549	4,947	24.1	15,602	75.9

TABLE 8

CP AND NCP TWELFTH GRADE STUDENTS IN 274 THREE-YEAR AND FOUR-YEAR PUBLIC HIGH SCHOOLS WHO WENT TO COLLEGE IN 1956 AND 1957 (HSPQ)

	CP STUDENTS		NCP STUDENTS		TOTAL STUDENTS	
	1956	1957	1956	1957	1956	1957
Number of students in the twelfth grade	4,490	4,947	16,204	15,602	20,694	20,549
Number of graduates going to college	3,126	3,215	4,902	5,096	8,028	8,311
Per cent of twelfth grade students going to college	69.6	65.0	30.3	32.7	38.8	40.4

TABLE 9

CP STUDENTS IN THREE-YEAR AND FOUR-YEAR PUBLIC HIGH SCHOOLS WHO WENT TO COLLEGE—1956 AND 1957 (HSPQ)

	FOUR-YEAR HIGH SCHOOLS N = 131		THREE-YEAR HIGH SCHOOLS N = 9		THREE- AND FOUR-YEAR HIGH SCHOOLS COMBINED N = 140	
	1956	1957	1956	1957	1956	1957
Number of CP twelfth grade students	3,721	4,089	769	858	4,490	4,947
Number of CP students going to college	2,649	2,645	522	570	3,171	3,215
Per cent of CP twelfth grade students going to college	71.2	64.7	67.9	66.4	70.6	65.0

TABLE 10

NCP TWELFTH GRADE STUDENTS IN THREE-YEAR AND FOUR-YEAR PUBLIC HIGH SCHOOLS WITH AND WITHOUT CP TRACKS WHO WENT TO COLLEGE 1956 AND 1957 (HSPQ)

	FOUR-YEAR HIGH SCHOOLS N=258				THREE-YEAR HIGH SCHOOLS N=16				FOUR-YEAR AND THREE-YEAR HIGH SCHOOLS N=274				FOUR-YEAR AND THREE-YEAR HIGH SCHOOLS WITH AND WITHOUT CP TRACKS COMBINED N=274	
	WITH CP		WITHOUT CP		WITH CP		WITHOUT CP		WITH CP		WITHOUT CP			
	1956	1957	1956	1957	1956	1957	1956	1957	1956	1957	1956	1957	1956	1957
Number of NCP Students in the Twelfth Grade	5,701	5,394	6,926	6,770	1,431	1,329	2,146	2,109	7,132	6,723	9,072	8,879	16,204	15,602
Number of NCP Graduates who Went to College	1,733	1,894	2,242	2,306	145	150	782	746	1,878	2,044	3,024	3,052	4,902	5,096
Per Cent of NCP Twelfth Grade Students who Went to College	30.4	35.1	32.4	34.1	10.1	11.3	36.4	35.4	26.3	30.4	33.3	34.4	30.3	32.7

TABLE 11

TWELFTH-GRADE STUDENTS IN THREE-YEAR AND FOUR-YEAR PUBLIC HIGH SCHOOLS WITH AND WITHOUT CP TRACKS WHO WENT TO COLLEGE 1956 AND 1957 (HSPQ)

	FOUR-YEAR HIGH SCHOOLS N = 271				THREE-YEAR HIGH SCHOOLS N = 16			
	WITH CP TRACK N = 131		WITHOUT CP TRACK N = 140		WITH CP TRACK N = 9		WITHOUT CP TRACK N = 7	
	1956	1957	1956	1957	1956	1957	1956	1957
Number of students in twelfth grade	9,422	9,483	6,926	6,770	2,200	2,187	2,146	2,109
Number of graduates going to college	4,382	4,539	2,242	2,306	667	720	782	746
Per cent of twelfth grade students going to college	46.5	47.9	32.4	34.1	30.3	32.9	36.4	35.4

TABLE 12

CP AND NCP CLASSIFICATION OF STUDENTS IN THE ONE-SIXTH SAMPLE OF THE GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS (GSQ)

N = 5,675

	NUMBER	PER CENT
Students designating themselves as having taken the CP course	1,985	35.0
Students designating themselves as not having taken the CP course	2,948	51.9
Students not responding to this item	742	13.1

TABLE 13

CP AND NCP DESIGNATIONS AND COLLEGE PLANS OF STUDENTS IN THE ONE-SIXTH SAMPLE OF SPRING 1957 GRADUATING CLASS IN PUBLIC AND PRIVATE HIGH SCHOOLS (GSQ)

N = 5,675

	TOTAL NUMBER IN CATEGORY	NUMBER IN CATEGORY INDICATING COLLEGE PLANS	PER CENT IN CATEGORY INDICATING COLLEGE PLANS
Students in the CP Track	1,985	1,193	60.1
Students not in the CP Track	2,948	494	16.8
Students not Responding	742	115	15.5
Total	5,675	1,802	31.8

TABLE 14

BOYS AND GIRLS IN ONE-SIXTH SAMPLE OF SPRING 1957 GRADUATING CLASS IN PUBLIC AND PRIVATE HIGH SCHOOLS WHO HAVE TAKEN VARIOUS SUBJECTS (GSQ)

N = 5,674

	BOYS N = 2,779		GIRLS N = 2,895		TOTAL N = 5,674	
	NUMBER TAKING SUBJECT	PER CENT TAKING SUBJECT	NUMBER TAKING SUBJECT	PER CENT TAKING SUBJECT	NUMBER TAKING SUBJECT	PER CENT TAKING SUBJECT
Algebra	2,200	79.2	2,192	75.7	4,392	77.4
Geometry	1,679	60.4	1,361	47.0	3,040	53.6
Trigonometry	592	21.3	127	4.4	719	12.7
Biology	2,124	76.4	2,403	83.0	4,527	79.8
Chemistry	1,456	52.4	1,122	38.8	2,578	45.4
Physics	1,315	47.3	390	13.5	1,705	30.0
English	2,731	98.3	2,855	98.6	5,586	98.4
History	2,687	96.7	2,811	97.1	5,498	96.9
Other social studies	2,274	81.8	2,409	83.2	4,683	82.5
Foreign language	802	28.9	1,287	44.5	2,089	36.8

TABLE 15

SUBJECTS INCLUDED IN PROGRAMS OF CP AND NCP STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS (GSQ)

	TOTAL STUDENTS N = 5,674		CP STUDENTS N = 1,982		NCP STUDENTS N = 2,948		NO RESPONSE STUDENTS N = 744	
	NUMBER TAKING SUBJECT	PER CENT	NUMBER TAKING SUBJECT	PER CENT	NUMBER TAKING SUBJECT	PER CENT	NUMBER TAKING SUBJECT	PER CENT
Algebra	4,392	77.4	1,939	97.8	1,967	66.7	486	65.3
Geometry	3,040	53.6	1,750	88.3	1,010	34.3	280	37.6
Trigonometry	719	12.7	481	24.3	187	6.3	51	6.9
Biology	4,527	79.8	1,669	84.2	2,304	78.2	554	74.5
Chemistry	2,578	45.4	1,407	71.0	920	31.2	251	33.7
Physics	1,705	30.0	913	46.1	616	20.9	176	23.7
English	5,586	98.4	1,974	99.6	2,925	99.2	687	92.3
History	5,498	96.9	1,950	98.4	2,881	97.7	667	89.7
Other social studies	4,683	82.5	1,692	85.4	2,440	82.8	551	74.1
Foreign language	2,089	36.8	1,344	67.8	609	20.7	136	18.3

TABLE 16

COLLEGE PLANS OF STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS WHO COMPLETED DESIGNATED PATTERNS A, B, AND C (GSQ)

	NUMBER WHO COMPLETED THE PATTERN Column I	NUMBER INCLUDED IN COLUMN I WHO INDICATED PLANS TO ATTEND COLLEGE, UNIVERSITY, OR COUNTY COLLEGE Column II	PER CENT OF THOSE IN COLUMN I WHO INDICATED PLANS TO ATTEND COLLEGE, UNIVERSITY, OR COUNTY COLLEGE Column III
Pattern A	1,154	765	66.3
Pattern B	1,373	659	48.0
Pattern A Plus Pattern B	2,527	1,424	56.4
Pattern C	1,579	271	17.2
Not Completing Pattern A, B, or C	1,569	107	6.8

TABLE 17

STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS COMPLETING DESIGNATED PATTERNS A, B, AND C WHO WERE IN CP AND NCP TRACKS (GSQ)

N = 5,675

	A		B		C			
	ENGLISH. 3 UNITS; FOREIGN LANGUAGE, 2; MATH. (ALGEBRA, GEOMETRY, TRIGONOMETRY), 2; SCIENCE (PHYSICS, BIOLOGY, CHEMISTRY), 1; SOCIAL STUDIES, 1		ENGLISH, 3 UNITS PLUS 3 UNITS IN 2 SUBJECTS OR 2 UNITS IN 3 SUBJECTS FROM MATH. (ALGEBRA, GEOMETRY, TRIGONOMETRY), SCIENCE (PHYSICS, BIOLOGY, OR CHEMISTRY), FOREIGN LANGUAGE, AND SOCIAL STUDIES		9 UNITS FROM ENGLISH, FOREIGN LANGUAGE, SOCIAL STUDIES, MATH. (ALGEBRA, GEOMETRY, TRIGONOMETRY) AND SCIENCE (PHYSICS, BIOLOGY AND CHEMISTRY		NOT MEETING PATTERNS A, B, OR C	
	NUMBER	PER CENT OF TOTAL	NUMBER	PER CENT OF TOTAL	NUMBER	PER CENT OF TOTAL	NUMBER	PER CENT OF TOTAL
CP Students	904	78.3	681	49.6	306	19.4	94	6.0
NCP Students	194	16.8	535	39.0	1,044	66.1	1,175	74.9
NR Students	56	4.9	157	11.4	229	14.5	300	19.1
Total Students	1,154	100.0	1,373	100.0	1,579	100.0	1,569	100.0

TABLE 18

STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS IN CP, NCP, AND NR CATEGORIES WHO COMPLETED PATTERNS A, B OR C (GSQ)

N = 5,675

	CP STUDENTS N=1,985		NCP STUDENTS N=2,948		NR STUDENTS N=742		TOTAL STUDENTS N=5,675	
	NUMBER	PER CENT OF TOTAL	NUMBER	PER CENT OF TOTAL	NUMBER	PER CENT OF TOTAL	NUMBER	PER CENT OF TOTAL
A Completed English 3 Units; Foreign Language 2; Math. (Alg., Geom., Trig.), 2; Science (Phys., Biol., Chem.),1; Social Studies, 1	904	45.5	194	6.6	56	7.5	1,154	20.3
B Completed English 3 Units Plus 3 Units in Two or 2 Units in Three of the Following: Math. (Alg., Geom., Trig.), Science (Phys., Biol., Chem.), Foreign Language, Social Studies	681	34.3	535	18.1	157	21.2	1,373	24.2
C Completed 9 Units From English, Foreign Language, Social Studies, Math. (Alg., Geom., Trig.), Science (Phys., Biol., Chem.)	306	15.4	1,044	35.4	229	30.9	1,579	27.8
Completed Neither A, B, or C	94	4.8	1,175	39.9	300	40.4	1,569	27.7
Total Students	1,985	100.0	2,948	100.0	742	100.0	5,675	100.0

TABLE 19

RELATIONSHIP BETWEEN RANK IN CLASS AND CP, NCP, AND NR DESIGNATIONS OF STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS (GSQ)

	CP STUDENTS N = 1,950*		NCP STUDENTS N = 2,890 *		NR STUDENTS N = 729*		TOTAL STUDENTS N = 5,569*	
	NUMBER	PER CENT OF CP (1,950)	NUMBER	PER CENT OF NCP (2,890)	NUMBER	PER CENT OF NR (729)	NUMBER	PER CENT OF TOTAL (5,569)
Highest Quartile	810	41.5	480	16.6	97	13.3	1,387	24.9
Second Quartile	557	28.6	680	23.5	154	21.1	1,391	25.0
Third Quartile	368	18.9	815	28.2	212	29.1	1,395	25.0
Fourth Quartile	215	11.0	915	31.7	266	36.5	1,396	25.1

*The following numbers of students were not fitted into a quartile and so were subtracted from the original N: CP, 35 students; NCP, 58 students; NR, 13 students; total, 106 students. The total of the original sample was 5,675.

TABLE 20

RELATIONSHIP BETWEEN RANK ON HENMON-NELSON TEST OF MENTAL ABILITY AND CP, NCP, AND NR DESIGNATIONS OF STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS (GSQ)

	CP STUDENTS N = 1,703*		NCP STUDENTS N = 2,568*		NR STUDENTS N = 642*		TOTAL STUDENTS N = 4,913*	
	NUMBER	PER CENT OF CP (1,703)	NUMBER	PER CENT OF NCP (2,568)	NUMBER	PER CENT OF NR (642)	NUMBER	PER CENT OF TOTAL (4,913)
Highest Quartile	722	42.4	378	14.7	96	15.0	1,196	24.3
Second Quartile	508	29.8	589	22.9	123	19.2	1,220	24.8
Third Quartile	337	19.8	775	30.2	176	27.4	1,288	26.2
Fourth Quartile	136	8.0	826	32.2	247	38.5	1,209	24.6

*The following numbers of students were not fitted into a quartile on the basis of their Henmon-Nelson scores and so were subtracted from the original N: CP, 282; NCP, 380; NR, 100; total, 762. The total of the original sample (N) was 5,675.

TABLE 21

CP, NCP, AND NR STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS IN THE UPPER ONE-FOURTH OF THEIR CLASSES BY GRADE POINT AVERAGE WHO HAVE TAKEN VARIOUS SUBJECTS (GSQ)

N = 1,387

	CP STUDENTS IN UPPER ONE-FOURTH N = 810		NCP STUDENTS IN UPPER ONE-FOURTH N = 480		NR STUDENTS IN UPPER ONE-FOURTH N = 97		TOTAL STUDENTS IN UPPER ONE-FOURTH N = 1,387	
	NUMBER TAKING SUBJECT	PER CENT OF CP TAKING SUBJECT	NUMBER TAKING SUBJECT	PER CENT OF NCP TAKING SUBJECT	NUMBER TAKING SUBJECT	PER CENT OF NR TAKING SUBJECT	NUMBER TAKING SUBJECT	PER CENT OF TOTAL TAKING SUBJECT
Algebra	806	99.5	409	85.4	83	85.6	1,298	93.6
Geometry	764	94.3	260	54.2	59	60.8	1,083	78.1
Chemistry	646	79.8	201	41.9	42	43.3	889	64.1
Physics	428	52.8	147	30.6	32	33.0	607	43.8
Foreign Language	555	68.5	154	32.1	31	32.0	740	53.4

TABLE 22

CP, NCP, AND NR STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS IN THE UPPER ONE-FOURTH OF THEIR CLASSES BY HENMON-NELSON SCORE WHO HAVE TAKEN VARIOUS SUBJECTS (GSQ)

	CP Students in Upper Fourth N=722		NCP Students in Upper Fourth N=378		NR Students in Upper Fourth N=96		Total Students in Upper Fourth N=1,196	
	Number Taking Subject	Per Cent of CP (722)	Number Taking Subject	Per Cent of NCP (378)	Number Taking Subject	Per Cent of NR (96)	Number Taking Subject	Per Cent of Total (1,196)
Algebra	718	99.4	338	89.4	81	84.4	1,137	95.1
Geometry	694	96.1	223	59.0	61	63.5	978	81.8
Chemistry	580	80.3	189	50.0	45	46.9	814	68.1
Physics	407	56.4	148	39.2	35	36.5	590	49.3
Foreign Language	524	72.6	133	35.2	30	31.3	687	57.4

TABLE 23

CP, NCP, AND NR STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS IN THE LOWEST FOURTH OF THEIR CLASSES BY GRADE POINT AVERAGE WHO HAVE TAKEN VARIOUS SUBJECTS (GSQ)

	CP Students in Lowest Fourth N=215		NCP Students in Lowest Fourth N=915		NR Students in Lowest Fourth N=266		Total Students in Lowest Fourth N=1,396	
	Number Taking Subject	Per Cent of CP (215)	Number Taking Subject	Per Cent of NCP (915)	Number Taking Subject	Per Cent of NR (266)	Number Taking Subject	Per Cent of Total (1,396)
Algebra	197	91.6	486	53.1	131	49.2	814	58.3
Geometry	162	75.3	209	[illegible]	59	22.2	430	30.8
Chemistry	107	49.8	225	24.6	67	25.2	399	28.6
Physics	93	43.3	149	16.3	43	16.2	285	20.4
Foreign Language	109	50.7	137	15.0	38	14.3	284	20.3

TABLE 24

CP, NCP, AND NR STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS IN THE LOWEST FOURTH OF THEIR CLASSES BY HENMON-NELSON SCORE WHO HAVE TAKEN VARIOUS SUBJECTS (GSQ)

	CP Students in Lowest Fourth N=136		NCP Students in Lowest Fourth N=826		NR Students in Lowest Fourth N=247		Total Students in Lowest Fourth N=1,209	
	Number Taking Subject	Per Cent of CP (136)	Number Taking Subject	Per Cent of NCP (826)	Number Taking Subject	Per Cent of NR (247)	Number Taking Subject	Per Cent of Total (1,209)
Algebra	123	90.4	386	46.7	114	46.2	623	51.5
Geometry	90	66.2	127	15.4	38	15.4	255	21.1
Chemistry	70	51.5	171	20.7	51	20.6	292	24.2
Physics	42	30.9	94	11.4	41	16.6	177	14.6
Foreign Language	46	33.8	92	11.1	23	9.3	161	13.3

TABLE 25

CP, NCP, AND NR STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS IN THE UPPER AND LOWER HALVES OF THEIR CLASSES BY GRADE POINT AVERAGE WHO HAVE TAKEN VARIOUS SUBJECTS (GSQ)

	CP Students: N = 1,985				NCP Students: N = 2,948				NR Students: N = 742				Total Students: N = 5,675			
	In Upper Half of Class N = 1,367*		In Lower Half of Class N = 583*		In Upper Half of Class N = 1,160*		In Lower Half of Class N = 1,730*		In Upper Half of Class N = 251*		In Lower Half of Class N = 478*		In Upper Half of Class N = 2,778*		In Lower Half of Class N = 2,791*	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Algebra	1,353	99.0	553	94.9	911	78.5	1,021	59.0	200	79.7	276	57.7	2,464	88.7	1,850	66.3
Geometry	1,248	91.3	471	80.8	537	46.3	454	26.2	131	52.2	141	29.5	1,916	69.0	1,066	38.2
Chemistry	1,045	76.4	342	58.7	443	38.2	467	27.0	113	45.0	135	28.2	1,601	57.6	944	33.8
Physics	660	48.3	240	41.2	292	25.2	313	18.1	78	31.1	92	19.2	1,030	37.1	645	23.1
Foreign Language	901	65.9	323	55.4	314	27.1	283	16.4	63	25.1	71	14.9	1,278	46.0	677	24.3

*The following numbers of students could not be placed in the upper or lower halves of their graduating classes, and are therefore not counted: CP, 35; NCP, 58; NR, 13; total, 106.

TABLE 26

CP, NCP, AND NR STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS IN THE UPPER AND LOWER HALVES OF THEIR CLASSES BY HENMON-NELSON SCORE WHO HAVE TAKEN VARIOUS SUBJECTS (GSQ)

	CP Students: N = 1,985				NCP Students: N = 2,948				NR Students: N = 742				Total Students: N = 5,675			
	In Upper Half N = 1,230*		In Lower Half N = 473*		In Upper Half N = 967*		In Lower Half N = 1,601*		In Upper Half N = 219*		In Lower Half N = 423*		In Upper Half N = 2,416*		In Lower Half N = 2,497*	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Algebra	1,222	99.3	447	94.5	797	82.4	910	56.8	178	81.3	233	55.1	2,197	90.9	1,590	63.7
Geometry	1,153	93.7	364	77.0	492	50.9	391	24.4	129	58.9	106	25.1	1,774	73.4	861	34.5
Chemistry	944	76.7	278	58.8	407	42.1	399	24.9	101	46.1	112	26.5	1,452	60.1	789	31.6
Physics	633	51.5	159	33.6	296	30.6	251	15.7	71	32.4	84	19.9	1,000	41.4	494	19.8
Foreign Language	851	69.2	233	49.3	294	30.4	252	15.7	66	30.1	47	11.1	1,211	50.1	532	21.3

*The following numbers of students could not be placed in the upper or lower halves of their classes on Henmon-Nelson score: CP, 282; NCP, 380; NR, 100; total, 762.

TABLE 27

COLLEGE-TYPE TEACHING PRACTICES EXPERIENCED BY STUDENTS IN ONE-SIXTH SAMPLE OF GRADUATING CLASS OF SPRING 1957 IN PUBLIC AND PRIVATE HIGH SCHOOLS (GSQ)

N = 5,674

	CP: N=1,982		NCP: N=2,948		NR: N=744		TOTAL: N=5,674	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Taking Notes from Lectures	1,257	63.4	1,396	47.4	291	39.1	2,944	51.9
Writing Term Reports	1,544	77.9	1,668	56.6	386	51.9	3,598	63.4
Taking Final Semester Examinations During a Scheduled Period	1,674	84.5	2,075	70.4	456	61.3	4,205	74.1
Making Individual Studies with Oral Reports	1,428	72.0	1,613	54.7	340	45.7	3,381	59.6
Long-Term Assignments	1,427	72.0	1,420	48.2	312	41.9	3,159	55.7
Planning use of Study Time Instead of Required Study Period	1,278	64.5	1,319	44.7	277	37.2	2,874	50.7

TABLE 28

FRESHMAN APPLICANTS FOR ADMISSION TO THE WISCONSIN STATE COLLEGES FOR SEPTEMBER 1957 (COQ)

	MEN		WOMEN		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
All Freshman Applicants	2,938	100.0	1,932	100.0	4,870	100.0
Wisconsin Freshman Applicants	2,679	91.2	1,793	92.8	4,472	91.8
Freshman Applicants Accepted	2,779	94.6	1,901	98.4	4,680	96.1
Freshman Applicants Not Accepted	159	5.4	31	1.6	190	3.9
Freshman Applicants Accepted Who Actually Registered	2,378	85.6	1,617	85.1	3,995	85.4
Wisconsin Freshman Applicants	2,679	100.0	1,793	100.0	4,472	100.0
Wisconsin Freshman Applicants Accepted	2,555	95.4	1,768	98.6	4,323	96.7
Wisconsin Freshman Applicants Not Accepted	124	4.6	25	1.4	149	3.3
Wisconsin Freshman Applicants Accepted Who Actually Registered	2,211	86.5	1,537	86.9	3,748	86.7

TABLE 29

FRESHMAN APPLICANTS FOR ADMISSION TO THE UNIVERSITY OF WISCONSIN FOR SEPTEMBER 1957 (COQ)

	MEN		WOMEN		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
All Freshman Applicants	4,292	100.0	2,759	100.0	7,051	100.0
Wisconsin Freshman Applicants	3,456	80.5	1,852	67.1	5,308	75.3
Freshman Applicants Accepted	3,761	87.6	2,579	93.5	6,340	89.9
Freshman Applicants Not Accepted	531	12.4	180	6.5	711	10.1
Freshman Applicants Accepted Who Actually Registered	2,995	79.6	1,870	72.5	4,865	76.7
Wisconsin Freshman Applicants	3,456	100.0	1,852	100.0	5,308	100.0
Wisconsin Freshman Applicants Accepted	3,107	89.9	1,754	94.7	4,861	91.6
Wisconsin Freshman Applicants Not Accepted	349	10.1	98	5.3	447	8.4
Wisconsin Freshman Applicants Accepted Who Actually Registered	2,640	85.0	1,457	83.1	4,079	84.3

TABLE 30

FRESHMAN APPLICANTS FOR ADMISSION TO WISCONSIN PRIVATE COLLEGES FOR SEPTEMBER 1957 (COQ)

	MEN		WOMEN		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
All Freshman Applicants	2,321	100.0	2,529	100.0	4,850	100.0
Wisconsin Freshman Applicants	1.254	54.0	1,204	47.6	2,458	50.7
Freshman Applicants Accepted	1,866	80.4	2,173	85.9	4,039	83.3
Freshman Applicants Not Accepted	455	19.6	356	14.1	811	16.7
Freshman Applicants Accepted Who Acctually Registered	1,330	71.3	1,667	76.7	2,997	74.2
Wisconsin Freshman Applicants	1,254	100.0	1,204	100.0	2,458	100.0
Wisconsin Freshman Applicants Accepted	1,063	84.8	1,068	88.7	2,131	86.7
Wisconsin Freshman Applicants Not Accepted	191	15.2	136	11.3	327	13.3
Wisconsin Freshman Applicants Accepted Who Actually Registered	863	81.7	904	84.6	1,772	83.2

TABLE 31

ADMISSION OF FRESHMAN APPLICANTS ON ACADEMIC PROBATION TO THE WISCONSIN STATE COLLEGES IN SEPTEMBER 1957 (COQ)

	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Freshman Applicants Accepted	2,779	100.0	1,901	100.0	4,680	100.0
Freshman Applicants Accepted on Academic Probation	242	8.7	24	1.3	266	5.7
Wisconsin Freshman Applicants Accepted	2,555	100.0	1,768	100.0	4,323	100.0
Wisconsin Freshman Applicants Accepted on Academic Probation	222	8.7	16	0.9	238	5.5

TABLE 32

ADMISSION OF FRESHMAN APPLICANTS ON ACADEMIC PROBATION TO THE UNIVERSITY OF WISCONSIN IN SEPTEMBER 1957 (COQ)

	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Freshman Applicants Accepted	3,761	100.0	2,579	100.0	6,340	100.0
Freshman Applicants Accepted on Academic Probation	475	12.6	81	3.1	556	8.8
Wisconsin Freshman Applicants Accepted	3,107	100.0	1,754	100.0	4,861	100.0
Wisconsin Freshman Applicants Accepted on Academic Probation	461	14.8	79	4.5	540	11.1

TABLE 33

ADMISSION OF FRESHMAN APPLICANTS ON ACADEMIC PROBATION TO WISCONSIN PRIVATE COLLEGES IN SEPTEMBER 1957 (COQ)

	Men		Women		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Freshman Applicants Accepted	1,866	100.0	2,173	100.0	4,039	100.0
Freshman Applicants Accepted on Academic Probation	65	3.5	34	1.6	99	2.5
Wisconsin Freshman Applicants Accepted	1,063	100.0	1,068	100.0	2,131	100.0
Wisconsin Freshman Applicants Accepted on Academic Probation	44	4.1	25	2.3	69	3.2

TABLE 34

FRESHMAN STUDENTS PLACED ON ACADEMIC PROBATION OR DROPPED FOR ACADEMIC REASONS DURING THE ACADEMIC YEAR 1957 TO 1958 BY THE WISCONSIN STATE COLLEGES (COQ)

	MEN		WOMEN		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Freshman Students placed on Probation During the Academic Year 1957-1958	788	33.1[1]	384	23.7[2]	1,172	29.3[3]
Freshman Students Dismissed for Academic Reasons During the Academic Year 1957-1958	379	15.9[1]	129	8.0[2]	508	12.7[3]
Wisconsin Freshman Students Placed on Probation During the Academic Year 1957–1958	761	34.4[4]	365	23.7[5]	1,126	30.0[6]
Wisconsin Freshman Students Dismissed for Academic Reasons During the Academic Year 1957–1958	362	16.4[4]	125	8.1[5]	487	13.0[6]

[1] Per Cent of all freshman men registered (2,378)
[2] Per Cent of all freshman women registered (1,617)
[3] Per Cent of all freshmen registered (3,995)
[4] Per Cent of all Wisconsin men registered (2,211)
[5] Per Cent of all Wisconsin women registered (1,537)
[6] Per Cent of all Wisconsin freshmen registered (3,748)

TABLE 35

FRESHMAN STUDENTS PLACED ON ACADEMIC PROBATION OR DROPPED FOR ACADEMIC REASONS DURING THE ACADEMIC YEAR 1957 TO 1958 BY THE UNIVERSITY OF WISCONSIN (COQ)

	MEN		WOMEN		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Freshman Students Placed on Probation During the Academic Year 1957–1958	979	32.7[1]	599	32.0[2]	1,578	32.4[3]
Freshman Students Dismissed for Academic Reasons During the Academic Year 1957-1958	605	20.2[1]	141	7.5[2]	746	15.3[3]
Wisconsin Freshman Students Placed on Probation During the Academic Year 1957-1958	863	32.7[4]	473	32.5[5]	1,336	32.6[6]
Wisconsin Freshman Students Dismissed for Academic Reasons During the Academic Year 1957–1958	556	21.1[4]	122	8.4[5]	678	16.5[6]

[1] Per Cent of all freshman men registered (2,995)
[2] Per Cent of all freshman women registered (1,870)
[3] Per Cent of all freshman students registered (4,865)
[4] Per Cent of all Wisconsin freshman men registered (2,640)
[5] Per Cent of all Wisconsin freshman women registered (1,457)
[6] Per Cent of all Wisconsin freshman students registered(4,097)

TABLE 36

FRESHMAN STUDENTS PLACED ON ACADEMIC PROBATION OR DROPPED FOR ACADEMIC REASONS DURING THE ACADEMIC YEAR 1957 TO 1958 BY WISCONSIN PRIVATE COLLEGES (COQ)

	MEN		WOMEN		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Freshman Students Placed on Probation During the Academic Year 1957-1958	379	28.5[1]	281	16.9[2]	660	22.0[3]
Freshman Students Dismissed for Academic Reasons During the Academic Year 1957-1958	140	10.5[1]	73	4.4[2]	213	7.1[3]
Wisconsin Freshman Students Placed on Probation During the Academic Year 1957-1958	238	27.4[4]	174	19.2[5]	412	23.3[6]
Wisconsin Freshman Students Dismissed for Academic Reasons During the Academic Year 1957-1958	91	10.5[4]	53	5.9[5]	144	8.1[6]

[1] Per Cent of freshman men registered (1,330)
[2] Per Cent of freshman women registered (1,667)
[3] Per Cent of all freshmen registered (2,997)
[4] Per Cent of Wisconsin freshman men registered (868)
[5] Per Cent of Wisconsin freshman women registered (904)
[6] Per Cent of Wisconsin freshmen registered (1,772)

TABLE 37

ADMISSION OF FRESHMAN APPLICANTS WITH ACADEMIC PRIVILEGES OR ADVANCED PLACEMENT IN A SUBJECT FIELD TO THE WISCONSIN STATE COLLEGES IN SEPTEMBER 1957 (COQ)

	MEN		WOMEN		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
All Freshman Applicants Accepted	2,779	100.0	1,901	100.0	4,680	100.0
Freshman Applicants Accepted who were Given Academic Privileges Because of Over-all Superior High School Record	Wisconsin State Colleges do not follow this practice					
Freshman Applicants Accepted who were given Advanced Placement in a Subject Field	1	------	8	------	9	.2
All Wisconsin Freshman Applicants Accepted	2,555	100.0	1,768	100.0	4,323	100.0
Wisconsin Freshman Applicants Accepted who were given Academic Privileges because of Over-all Superior High School Record	Wisconsin State Colleges do not follow this practice.					
Wisconsin Freshman Applicants Accepted who were given Advanced Placement in a Subject Field	0	0.0	0	0.0	0	0.0

TABLE 38

ADMISSION OF FRESHMAN APPLICANTS WITH ACADEMIC PRIVILEGES OR ADVANCED PLACEMENT IN A SUBJECT FIELD TO THE UNIVERSITY OF WISCONSIN IN SEPTEMBER 1957 (COQ)

	MEN		WOMEN		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
All Freshman Applicants Accepted	3,761	100.0	2,579	100.0	6,340	100.0
Freshman Applicants Accepted who were given Academic Privileges because of Over-all Superior High School Record	154	4.1	361	14.0	515	8.1
Freshman Applicants Accepted who were given Advanced Placement in a Subject Field	279	7.4	87	3.4	366	5.8
All Wisconsin Freshman Applicants Accepted	3,107	100.0	1,754	100.0	4,861	100.0
Wisconsin Freshman Applicants Accepted who were given Academic Privileges because of Over-all Superior High School Record	140	4.5	274	15.6	414	8.5
Wisconsin Freshman Applicants Accepted who were given Advanced Placement in a Subject Field	226	7.3	64	3.6	290	6.0

TABLE 39

ADMISSION OF FRESHMAN APPLICANTS WITH ACADEMIC PRIVILEGES OR ADVANCED PLACEMENT IN A SUBJECT FIELD TO WISCONSIN PRIVATE COLLEGES IN SEPTEMBER 1957 (COQ)

	MEN		WOMEN		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
All Freshman Applicants Accepted	1,866	100.0	2,173	100.0	4,039	100.0
Freshman Applicants Accepted who were given Academic Privileges because of Over-all Superior High School Record	The Private Colleges reported only one student in this category.					
Freshman Applicants Accepted who were given Advanced Placement in a Subject Field	73	3.9	95	4.4	168	4.2
All Wisconsin Freshman Applicants Accepted	1,063	100.0	1,068	100.0	2,131	100.0
Wisconsin Freshman Applicants Accepted who were given Academic Privileges because of Over-all Superior High School Record	The Private Colleges reported no students in this category					
Wisconsin Freshman Applicants Accepted who were given Advanced Placement in a Subject Field	33	3.1	38	3.6	71	3.3

TABLE 40

FRESHMAN STUDENTS WHO GAINED HONORS AT ANY TIME DURING OR AT THE END OF THE ACADEMIC YEAR 1957-1958 IN WISCONSIN STATE COLLEGES (COQ)

	MEN		WOMEN		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Freshman Students who gained Honors at any Time During or at the End of the Academic Year 1957–1958	170	7.1[1]	234	14.5[2]	404	10.1[3]
Wisconsin Freshman Students who gained Honors at any time During or at the End of the Academic Year 1957–1958	139	6.3[4]	166	10.8[5]	305	8.1[6]

[1] Per Cent of all freshman men registered (2,378)
[2] Per Cent of all freshman women registered (1,617)
[3] Per Cent of all freshmen registered (3,995)
[4] Per Cent of all Wisconsin freshman men registered (2,211)
[5] Per Cent of all Wisconsin freshman women registered (1,537)
[6] Per Cent of all Wisconsin freshmen registered (3,748)

TABLE 41

FRESHMAN STUDENTS WHO GAINED HONORS AT ANY TIME DURING OR AT THE END OF THE ACADEMIC YEAR 1957-1958 IN THE UNIVERSITY OF WISCONSIN (COQ)

	MEN		WOMEN		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Freshman Students who gained Honors at any Time During or at the End of the Academic Year 1957–1958	148	4.9[1]	88	4.7[2]	236	4.9[3]
Wisconsin Freshman Students who gained Honors at any Time During or at the End of the Academic Year 1957–1958	131	5.0[4]	70	4.8[5]	201	4.9[6]

[1] Per Cent of all freshman men registered (2,995)
[2] Per Cent of all freshman women registered (1,870)
[3] Per Cent of all freshman students registered (4,865)
[4] Per Cent of all Wisconsin freshman men registered (2,640)
[5] Per Cent of all Wisconsin freshman women registered (1,457)
[6] Per Cent of all Wisconsin freshman students registered (4,097)

TABLE 42

FRESHMAN STUDENTS WHO GAINED HONORS AT ANY TIME DURING OR AT THE END OF THE ACADEMIC YEAR 1957-1958 IN WISCONSIN PRIVATE COLLEGES (COQ)

	MEN		WOMEN		TOTAL	
	NUMBER	PER CENT	NUMBER	PER CENT	NUMBER	PER CENT
Freshman Students who Gained Honors at any Time During or at the End of the Academic Year 1957–1958	73	5.5[1]	136	8.2[2]	209	7.0[3]
Wisconsin Freshman Students who Gained Honors at any Time During or at the End of the Academic Year 1957–1958	51	5.9[4]	95	10.5[5]	146	8.2[6]

[1] Per Cent of freshman men registered (1,330)
[2] Per Cent of freshman women registered (1,667)
[3] Per Cent of all freshmen registered (2,997)
[4] Per Cent of Wisconsin freshman men registered (868)
[5] Per Cent of Wisconsin freshman women registered (904)
[6] Per Cent of all Wisconsin freshmen registered (1,772)

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QUESTIONNAIRE FOR WISCONSIN HIGH SCHOOL PRINCIPALS

September 1957

Four Year High Schools Grades 9 to 12

and

Three Year High Schools Grades 10 to 12

The Wisconsin State Department of Public Instruction
in cooperation with
The School of Education of the University of Wisconsin

The Wisconsin Secondary School Principals Association

The Wisconsin Junior High School Principals Association

Name: ______________________________

Title: ______________________________

Date: ______________________________

NOTE: *Principals of three year high schools please answer the questions in terms of grades 10 through 12 only.*

1. Name of school: ____

2. Location of school (mailing address): ____

3. Check the number of grades in your school:
   Grades 9 through 12: ________ Grades 10 through 12 only: ________

4. Number of students graduated in June: 1956: ________ 1957: ________

5. How many credits are required for graduation (three year high schools, grades 10 through 12 only, please do not include 9th grade credits): Credits required: ________

6. School enrollment:
   a. Where did your 9th graders in June 1957 come from? Please do not answer if you have no 9th grade. If you do have a 9th grade, please answer in terms of where these students attended the 8th grade.
      (1) Approximate percentage from your own school district: ________%
      (2) Approximate percentage from feeder schools outside your own school district: ________%
      (3) Approximate percentage from non-public schools in your own local school or feeder districts: ________%
      (4) Approximate percentage of transfer students who came into your own local school or feeder district from another system: ________%
   b. Total number of students in your school in June:

1956	*1957*
9th grade*: ________	9th grade*: ________
10th grade: ________	10th grade: ________
11th grade: ________	11th grade: ________
12th grade: ________	12th grade: ________
Total: ________	Total: ________

* Please omit if you have no 9th grade in your high school.

7. What requirements are necessary for a favorable principal's recommendation for college entrance: achievement level, class standing, etc.?

8. Indicate the number of semesters offered by your high school in the subjects listed on the next page. Please complete this listing to include your complete subject offerings. List the number of semesters eliminated or added in these subjects in the last five years (since 1952).

9. School courses of study or tracks:
   a. Do you have an identified college-preparatory course of study or track?
      Yes ________ No ________
   b. What other courses of study or tracks does your school have?
      General ________ Other (Specify) ________________
      Vocational ________ ________________
      Commercial ________ ________________
   c. How long has your college-preparatory track been in effect? Years ________
   d. At what grade level is the student asked to choose his track? Grade ________
   e. Give your enrollment in the college-preparatory track below:

1956	*1957*
9th grade*: ________	9th grade*: ________
10th grade: ________	10th grade: ________
11th grade: ________	11th grade: ________
12th grade: ________	12th grade: ________

* Please omit if you have no 9th grade in your high school.

SUBJECTS	Number of Semesters Offered (1)	Number of Semesters Eliminated since 1952 (2)	Number of Semesters Added since 1952 (3)	SUBJECTS	Number of Semesters Offered (1)	Number of Semesters Eliminated since 1952 (2)	Number of Semesters Added since 1952 (3)
English				Home Economics			
Speech				Business Education			
Algebra				Industrial Arts (Vocational & General)			
Geometry (Plane)				Agriculture			
Geometry (Solid)				Other (specify)			
Trigonometry							
American History							
Other Social Studies							
Biology							
Chemistry							
Physics							
Other Laboratory Science							
Latin							
French							
Spanish							
Polish							
German							
Other Foreign Language							
Art							
Music							

f. Please enclose a copy of any material you have, such as a student handbook or other publication, listing courses offered and recommended for your various tracks.

10. How many of your graduates actually went to college?
    a. Graduates in the college-preparatory program: 1956: ________ 1957: ________
    b. Graduates in other programs: 1956: ________ 1957: ________

11. Is any distinction made in the entrance of college-preparatory and non-college-preparatory students into your extracurricular or cocurricular activities program? Yes ________ No ________
    If so, what is the distinction? ________________________________

12. Does your school have special college-preparatory sections in English?
    Yes ________ No ________ Grade levels? ________________________

13. Guidance and counseling:
    a. Who in your school counsels the student in his actual subject selection? Check the appropriate individual or individuals below.
       Principal ________ Number of students ________
       Assistant Principal ________ Number of students ________
       Counselors (Official title: ________________________________)
          Full time ________
          Part time ________ Number of periods given to counseling ________
          Number of students assigned to each ________
       Class advisors ________ Number of students ________
       Homeroom teachers ________ Number of students ________
    b. Are students urged to choose their college early in order to be prepared for specific entrance requirements?
       Yes ________ No ________ If so, how early? ________________________
    c. Are the parents of students preparing for college consulted in making out their children's programs?
       Yes ________ No ________
       Approval by signature ________ Other (Explain) ________________________
       Parent conferences ________ ________________________
    d. What are the most important problems or difficulties in counseling students with regard to college preparation?

14. Scholarships:
    a. On what basis are students chosen to take the National Merit Scholarship examinations?
       (1) Within the 5% category that may take it without cost:
          (a) Students in the college-preparatory program: ________________________
          ____
          (b) Students in other programs: ________________________
          ____
       (2) On payment of fees:
          (a) Students in the college-preparatory program: ________________________
          ____
          (b) Students in other programs: ________________________
          ____

b. How many graduates were awarded National Merit Scholarships?

(1) Students in the college-preparatory program: 1956: ________ 1957: ________

(2) Students in other programs: 1956: ________ 1957: ________

c. How many graduates received scholarships in other national, competitive programs?

(1) Students in the college-preparatory program: 1956: ________ 1957: ________

(2) Students in other programs: 1956: ________ 1957: ________

15. Do you offer any advanced standing college credit courses in your school?

a. Yes ________ No ________ If so, what are they? ________________

____

b. How are students selected for these advanced standing college credit courses?

____

____

c. Are these advanced standing courses offered in cooperation with any institution of higher than secondary level?

Yes ________ No ________ Institution ________________

16. Does your program include any specific attention to particular kinds of teaching procedures, or any other arrangements, designed to help students do a better job with their studies after they enter college?

Yes ________ No ________ If so, what are they? ________________

17. Do you plan any curriculum revisions in the near future with respect to the college-preparatory function?

Yes ________ No ________ If so, what changes are under consideration? ________

18. Have any students from your high school, in the last five years (since 1952), been admitted to college upon completion of the second year of high school work?

Yes ________ No ________ Number ________ College ________________

19. What issues do you face or anticipate in connection with the college-preparatory function?

20. Please complete the entries requested on the next page. If necessary, list other subjects to complete the requirements listed in each column.

Note: If you do not have a college-preparatory track, please skip column number 2.	Number of semesters required of all students for graduation.	Number of semesters required of all students in the college-preparatory track.	Number of semesters which all students preparing for college are strongly urged to take.	Number of semesters which you believe are normally required for college entrance		Number of semesters required of all students for graduation.	Number of semesters required of all students in the college-preparatory track.	Number of semesters which all students preparing for college are strongly urged to take.	Number of semesters which you believe are normally required for college entrance.
SUBJECT	(1)	(2)	(3)	(4)	**SUBJECT**	(1)	(2)	(3)	(4)
English					Art				
Speech					Music				
Algebra					Home Economics				
Geometry (Plane)					Industrial Arts (Voc. & Gen.)				
Geometry (Solid)					Business Education				
Trigonometry					Agriculture				
American History					Other (specify)				
Other Social Studies									
Biology									
Chemistry									
Physics									
Other Lab. Science									
Latin									
French									
Spanish									
Polish									
German									
Other Foreign Languages									

QUESTIONNAIRE FOR WISCONSIN JUNIOR HIGH SCHOOL PRINCIPALS

September 1957

The Wisconsin State Department of Public Instruction

In cooperation with

The School of Education of the University of Wisconsin

The Wisconsin Secondary School Principals Association

The Wisconsin Junior High School Principals Association

Name: ____

Title: ____

Date: ____

1. Name of school: ______________________________

2. Location of school (mailing address): ______________________________

3. Total number of students in your 9th grade in June:
   a. 1956 __________ 1957 __________
   b. Where did your 9th graders in June 1957 come from? Please answer in terms of where these students attended the 8th grade.
      (1) Approximate percentage from your own school district: __________%
      (2) Approximate percentage from feeder schools outside your own school district: __________%
      (3) Approximate percentage from non-public schools in your own local school or feeder districts: __________%
      (4) Approximate percentage of transfer students who come into your own local school or feeder districts from another system: __________%

4. How many credits must be earned in your 9th grade (include 9th grade credits only)?
   Number: __________

5. List the number of semesters offered in your 9th grade program in each subject listed below. Complete the general listing of your 9th grade subjects. List the number of semesters eliminated or added in these subjects in the last five years (since 1952).

SUBJECTS	Number of Semesters Offered (1)	Number of Semesters Eliminated since 1952 (2)	Number of Semesters Added since 1952 (3)	SUBJECTS	Number of Semesters Offered (1)	Number of Semesters Eliminated since 1952 (2)	Number of Semesters Added since 1952 (3)
English							
General Mathematics							
Algebra							
Community Civics							
General Science							
Latin							
Business Education							
Ind. Arts (Voc. & Gen.)							
Other (specify)							

6. School programs:

a. Do you have an identified college-preparatory course of study or track?

Yes ________ No ________

b. What other courses of study or tracks does your school have?

General ________ Other (specify) ______________________________

Vocational ________ ______________________________

Commercial ________ ______________________________

c. How long has your college-preparatory track been in effect? ________ Years

d. At what grade level is the student asked to choose his track? ________ Grade

e. How many 9th grade students in your college-preparatory track in June?

1956 ________ 1957 ________

f. Please enclose a copy of any material you have, such as a student handbook or other publications, listing courses offered and recommended for your various tracks.

7. Is any distinction made in the entrance of college-preparatory and non-college-preparatory students into your extracurricular or cocurricular activities program?

Yes ________ No ________ If so, what is the distinction? ______________________________

____

____

8. Does your school have special college-preparatory sections in English?

Yes ________ No ________

9. Does your program include any specific attention to particular kinds of teaching procedures, or any other arrangements, designed to help students do a better job with their studies after they enter college?

Yes ________ No ________ If so, what are they? ______________________________

10. Guidance and counseling:

a. Who in your school counsels the student in his actual subject selection? Check the appropriate individual or individuals below?

Principal ________ Number of students ________

Assistant Principal ________ Number of students ________

Counselors (Official title: ______________________________)

Full time ________

Part time ________ Number of periods given to counseling ________

Number of students assigned to each ________

Class advisors ________ Number of students ________

Homeroom teachers ________ Number of students ________

b. Are students urged to choose their college early in order to be prepared for specific entrance requirements?

Yes ________ No ________ If so, how early? ______________________________

c. Are the parents of students preparing for college consulted in making out their children's programs?

Yes ________ No ________ Other (explain) ______________________________

Approval by signature ________ ______________________________

Approval by parent conferences ______________________________

d. What are the most important problems or difficulties in counseling students with regard to college preparation? ______________________________

11. Do you plan any curriculum revisions in your 9th grade from the standpoint of the college-preparatory function?

Yes ________ No ________ If so, what changes are under consideration? ________

12. What issues do you face or anticipate in connection with the college-preparatory function?

13. Please complete the entries requested below. If necessary, list other subjects to complete the requirements listed in each column.

Note: If you do not have a college-preparatory program, please skip column number 2.	Number of semesters required of all 9th grade students	Number of semesters required of all 9th grade students in the college-preparatory track.	Number of semesters which all 9th grade students preparing for college are strongly urged to take.	Number of semesters in the 9th grade which you believe are normally required for college entrance.
SUBJECT	(1)	(2)	(3)	(4)
English				
General Mathematics				
Algebra				
Community Civics				
General Science				
Latin				
Business Education				
Industrial Arts (Voc. & Gen.)				
Other (specify)				

MY PLANS BEYOND HIGH SCHOOL*

14. Did you apply for admission to a school or college? (Check the statements which apply to you)

_____I have not applied
_____I have not applied, but plan to
I have applied but was refused because:
  _____I did not rank high enough
  _____I did not take the right subjects
  _____The school could not take more students

____
(Name of School(s))

_____I have applied, but have not heard
_____I plan to apply
_____I have been tentatively admitted, and expect to attend:

_________________________ 40_____
(Name of School)

I sent applications to_____schools 41_____
(number)

42_____

15. Did you take the National Merit Scholarship Examinations? _____yes _____no

16. Did you take the College Entrance Board Examinations: _____yes _____no

_____Scholastic Aptitude Test
_____Subject matter in (fields)_________________________ 43_____

17. Have you applied for a scholarship?

_____I did not apply
_____I have applied, but have not yet heard
_____I have applied, but was not successful
I have received a scholarship from:

_____a college_________________________
(Name)

_____company or corporation_________________________
(Name)

_____organization or society_________________________
(Name)

_____other_________________________ 44_____

18. The scholarship or awards I have will pay the following part of my college expenses next year:

_____tuition, one semester
_____tuition, both semesters
_____tuition, plus $_____
_____$_____
(cash)
_____all expenses 47_____

21. Place a circle around the number of semesters in which you studied the following subjects:

Algebra	0 1 2 3 4	English	0 2 4 6 8	48-53_____
Geometry	0 1 2 3 4	History	0 2 4 6 8	
Trigonometry	0 1 2 3 4	Social Studies	0 2 4 6 8	
Biology	0 1 2 3 4	Foreign Language	0 2 4 6 8	54-57_____
Chemistry	0 1 2 3 4	Specify Language (s)	_____	
Physics	0 1 2 3 4			

Did you take a college preparatory course? _____yes _____no 58_____

22. Did your high school give you practice in the following college-type experiences? (Check those in which you had considerable experience)

_____Taking notes from lectures
_____Writing term reports
_____Taking final semester examinations during a scheduled period
_____Making individual studies with oral reports
_____Long-term assignments
_____Planning own use of study time rather than required study period
_____(If other, describe)_________________________ 59_____

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*These questions, relating to this research project on "The College Preparatory Function of the High School in Wisconsin," were included in a questionnaire which was used in connection with the study entitled "A State-Wide Inquiry into Decisions of Youth About Education Beyond High School" directed by J. Kenneth Little.

Confidential

QUESTIONNAIRE
FOR COLLEGES

February 1958

School of Education of the University of Wisconsin

Note: Please return pages 1, 2 and 3 as soon as data are available, and page 4 following the end of the spring term.

Name of college or university:
Mailing address:
(Street Number) (City) (State)

Special Meanings Attached to Terms Used

(1) The term "freshman" is intended to mean freshmen entering in September 1957 who have not been previously registered for work carrying degree credit at any college or university.

(2) The term "all" means all in the category, including graduates of Wisconsin public and private high schools.

(3) The term "applicant" means a person who completed application for entrance as a freshman for September 1957.

I. General Information Concerning Applicants:	*Number*	
	Men	*Women*
A. (1) All applicants:		
(2) All applicants who are graduates of Wisconsin public and private high schools:		
B. (1) All applicants accepted:		
(2) All applicants accepted who are graduates of Wisconsin public and private high schools:		
C. (1) All freshmen registered:		
(2) All freshmen registered who are graduates of Wisconsin public and private high schools:		
D. (1) All applicants not accepted:		
(2) All applicants not accepted who are graduates of Wisconsin public and private high schools:		
E. (1) All applicants accepted but who did not register:		
(2) All applicants accepted but who did not register who are graduates of Wisconsin public and private high schools:		

II. PLEASE RANK THE FOLLOWING FACTORS IN ORDER OF FREQUENCY AS THEY AFFECTED NONACCEPTANCES AS FRESHMEN THIS FALL (1) of applicants generally and (2) of applicants from Wisconsin public and private high schools. In each case use 1 for the factor most frequently affecting nonacceptances, 2 for the next most frequent, etc.

	All applications. (1)		Applications from *Wisconsin public & private high school graduates only* (2)	
	Men	*Women*	*Men*	*Women*
A. Low scores on College Entrance Examination Board aptitude tests.				
B. Low scores on Henmon-Nelson Test of Mental Ability.				
C. Low scores on other aptitude tests.				
D. Low scores on College Entrance Examination Board achievement tests.				
E. Low scores on other achievement tests.				
F. Level of high school achievement.				
G. Lack of high school principal's recommendation.				
H. Lack of required entrance subjects in high school.				

III. APPLICANTS NOT ACCEPTED FOR LACK OF SPECIFIC HIGH SCHOOL SUBJECTS AS STATED IN PART "H" OF QUESTION II.

	Number	
	Men	*Women*
A. Applicants: (1) Number of all applicants not accepted for these reasons:		
(2) Number of these applicants not accepted who are graduates of Wisconsin public and private high schools:		

B. Subjects (List the subject fields in which deficiencies occur most frequently):

(1) ____________________

(2) ____________________

(3) ____________________

	Number	
	Men	*Women*
IV. ADMISSIONS ON PROBATION: A. All applicants admitted on academic probation:		
B. All applicants admitted on academic probation who are graduates of Wisconsin public and private high schools:		
V. ADMISSION OF STUDENTS WITH ACADEMIC PRIVILEGES: A. All applicants admitted with over-all high school record so superior that they were given academic privileges, such as election of sophomore subjects or courses:		
B. All applicants admitted with superior achievement in a particular subject field, as indicated by achievement tests, or by placement tests in high school, or both, and given advanced placement in this subject field. (Some students in this category may also be in "A" above. If so include them in both.):		
C. All applicants who are graduates of *Wisconsin public and private high schools* admitted with the academic privileges indicated in "A" above:		
D. All applicants who are graduates of *Wisconsin public and private high schools* admitted with the academic privileges indicated in "B" above:		
VI. DOES YOUR COLLEGE OR UNIVERSITY OPERATE ITS OWN SECONDARY SCHOOL? YES:_____ No:_____ IF SO, HOW MANY FRESHMEN ARE GRADUATES OF THIS SCHOOL?		

Note: Please return pages 1, 2, and 3 as soon as data are available, and page 4 following the end of the spring term.

Name of college or university: ____

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	All students.		Graduates of *Wisconsin public and private high schools* only.	
	Men	*Women*	*Men*	*Women*
A. Freshman students placed on academic probation during the academic year 1957-58:				
B. Freshman students dismissed for academic reasons during or at the end of the academic year 1957-58:				
C. Freshman students who gained honors as defined by your institution, at any time during or at the end of the academic year 1957-58:				